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ABSTRACT

The academic discipline of political science at the University of California's Education Abroad Program (EAP) is examined with a focus on: what academic instruction consists of at selected host universities; how effective did the participants feel the instruction was in increasing their knowledge of the subject; and how the academic and experiential learning abroad affect students' perceptions in areas related to the discipline. Students answered questions on a 26-item survey. Nine chapters are as follows: purpose of the study and background on U.S. students abroad; the Education Abroad Program; the study; methodology of the study; results from Goettingen, Grenoble, Jerusalem, and Madrid; and conclusions. Results include the following: almost all instruction was in the language of the host nation, except in Jerusalem, and comprehension of the lectures and readings in the local language was not a problem for most participants; study abroad allows students to step away from their culture, at least temporarily, and thus gain a more objective, less culturally-biased view; and though some students' attitudes changed greatly as a result of study abroad, general political trends such as a move towards the liberal left or conservative right were not discernable. Three appendices are an explanation of individual items in the instrument, the instrument, and actual questions asked of students. Contains 21 references. (SM)

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UNIVERSITY OF CALIFORNIA
Santa Barbara

STUDY ABROAD AND POLITICAL SCIENCE:
Students' Assessment of Political Science Instruction and the Affective Qualities of the University of California's Education Abroad Program. Examples from the Host Universities of Goettingen, Grenoble, Jerusalem and Madrid.

A Thesis submitted in partial satisfaction
of the requirements for the degree of

Master of Arts

in

International Education

by

Morris A. Austin

Committee Chairperson:
Professor R. Murray Thomas

June 1989

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Abstract

STUDY ABROAD AND POLITICAL SCIENCE
Students' Assessment of Political Science Instruction and the Affective Qualities of the University of California's Education Abroad Program. Examples from the Host Universities of Goettingen, Grenoble, Jerusalem and Madrid.

by

Morris A. Austin

This thesis examines the academic discipline of political science in the University of California's (UC) Education Abroad Program (EAP). The four host universities abroad that enrolled the most students in the discipline were chosen for assessment. EAP returnees were interviewed at four UC home campuses from four to seven months after completing an academic year abroad.

The three questions deemed most important in assessing the discipline were (1) what does academic instruction consist of at selected host universities, (2) how effective did participants believe this instruction was in increasing their knowledge of the subject, and (3) how did academic and experiential learning abroad affect students' perceptions in areas relating to the discipline? A pilot study was conducted, after which an instrument consisting of 26 items was designed. Items were in both open and closed form.

Results showed that almost all instruction was in the language of the host nation, except in Jerusalem. Comprehension of the lectures and readings in the local language was not usually a problem for most participants. As an aggregate, students abroad thought their classes were good at providing both factual and theoretical information. The perceived utility of other aspects of instruction varied considerably between universities.

The items assessing the affective dimension added by education abroad focused on returnees' perspectives of: (A) the host nation, (B) the United States, (C) world politics. All students, including those with previous experience abroad, said their ideas were greatly influenced by their study abroad. Many said they gained a vast amount of information on the host country; and that views based on experience replaced stereotypes. Participants' perspectives of the US and world politics were also greatly affected. The two most salient views were increased understanding of world interdependence and of the United States' economic, political and cultural power.

Results suggested that study abroad allows students to "step away" from their culture, at least temporarily, and thus gain a more objective, less culturally-biased view. The author found this to be the primary academic benefit of education abroad. In addition to cultural and academic influences, participants' exposure to the mass-communication media while abroad was a major factor in their increased "objective" reasoning.

Though some students' attitudes changed greatly as a result of study abroad, general political trends such as a move towards the "liberal-left" or "conservative-right" were not discernable. Most returnees believed their political science classes were slightly more important than other classes taken abroad in affecting their views.

The University of California's EAP is one of the largest academic-year-abroad programs sponsored by a US university. Political Science is the most common major among participants. In the group surveyed, most students were women, a majority were liberal arts majors, and most studied in Western Europe. These three characteristics are also representative of the aggregate population of US undergraduates abroad.

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PART I: STRUCTURE AND DEVELOPMENT OF THE STUDY

Introduction

Study abroad continues to attract increasing numbers of US students, as it has done for the last three decades. Approximately fifty thousand US college students study and earn academic credit while abroad each year.[1] This number would be considerably higher if students not earning credit towards their degree were also included. Almost ninety percent of students abroad are enrolled in programs sponsored by US institutions. Some of these programs are closely monitored by their home institutions, such as the "island" programs in which faculty from the sponsoring institution often go abroad to teach courses. Other programs strive to integrate or "immerse" students in the cultural and academic life of the nation in which they are studying. The latter type of program may closely monitor the academic resources offered to students abroad, or may maintain only minimal institutional links with the foreign institution in which the students are enrolled. Programs may also vary a great deal in size and academic quality. US colleges and universities currently sponsor over one thousand academic-year abroad programs in which students may earn credit towards their degree.[2]

The value of these programs for participants has been stated eloquently by many proponents of study abroad. Briefly, the benefits provided by study abroad include: increased proficiency in a foreign language, opportunities for academic studies that are unavailable at home, greater awareness and appreciation of self, increased confidence and independence, an enhanced understanding of both the host and one's own culture, and a new and deeper perspective on many aspects and events that might be termed "cultural relativity." In addition, study abroad can benefit educational institutions involved in the program by promoting the exchange of ideas, technology and personnel. The nations that are sending and receiving the students are also thought to benefit from an increase in the "human capital" of their citizens. This can vary from simply promoting greater tolerance for different persons and groups at home, to furnishing specially trained personnel who will provide expertise in new technologies or facilitate the opening of foreign markets to goods manufactured in the home country. Finally, the world as a whole is said to benefit from the increased international cooperation and understanding that is fostered by study abroad.

Greater awareness of the value of study abroad and the magnitude of participation has generated increased interest in

research in the field. To proponents of international exchange, this interest is propitious, as there has never been a great abundance of research on the subject. In addition, much of the work available has focused on aspects such as culture shock or adjustment patterns, rather than academics.[3] With this in mind the author chose to examine one of the most prominent study abroad programs, and to assess one of the academic disciplines most often pursued abroad.

Chapter 1: Purpose of the Study and Background on United States Students Abroad

Purpose of the Study

The present thesis was initiated to assess political science instruction and how it affected the study abroad experience of students in the University of California's (UC) Education Abroad Program (EAP). The research was conducted with the assistance of the EAP's Research Section. One primary goal of the EAP has always been to provide a "program of high quality academics for well-qualified students." However, previous research has not endeavored to assess instruction in specific academic disciplines. The parameters of this study are therefore limited to the investigation of a particular discipline. This approach was chosen in order to provide in-depth information on an academic subject that is studied by a large percentage of students in a cross-section of EAP host universities. It seemed reasonable that information generated in this manner would be the most useful in answering three questions that were deemed crucial to assessing political science instruction within the EAP. These were: (1) what does academic instruction in the discipline consist of at selected host universities, (2) how effective did students believe this instruction was in increasing their knowledge of the subject,

and (3) how did the knowledge acquired abroad affect students' perceptions in areas relating to the discipline?

(1) This was the first empirical research effort to focus on political science instruction at EAP centers abroad. Therefore, the first task of the author was to define what political-science instruction consists of at the host universities that were examined. This included gathering information about the teaching methods used in classrooms and the language abilities that students would need in order to succeed in these classes. Only after these were understood could the study provide meaningful information about teaching and its effects. The EAP seeks to integrate students, as much as possible, into the academic environment of the host nation. For this reason, most students are placed in regular classes at the host university, and are taught in the language of the host nation. Therefore, it seemed best to design the survey so that students would assess their own foreign language abilities in areas relevant to classroom learning. Since types of instruction vary a great deal between countries, it was also necessary to ask questions that would result in answers that provided basic information on the pedagogical methods employed in the teaching of political science abroad.

(2) The second question this study explored was how effective students believed the instruction they received

abroad was in increasing their knowledge of political science. Effectiveness was measured in three ways. These were, how well courses abroad: A) provided factual information, B) aided students in understanding theories or concepts which make facts more meaningful, C) involved students in the nation's political culture.

To assess the effectiveness of political science classes in these three areas it was necessary to ask students to rate the effectiveness of lectures, class discussions, reading assignments and evaluations in providing them with information about national politics and in involving them in the political culture of the nation. Involving students with their immediate political environment can enable them to acquire a perspective that is more meaningful than one learned exclusively from secondary sources.[4] In this way classes can provide a nexus between academics and personal experiences that results in more meaningful learning while abroad. Although students studying a discipline abroad may gain a new and enhanced perspective on that discipline even if they are not in any way being encouraged to utilize the new environment, the likelihood of their acquiring this perspective is assumed to be greatly increased if a conscious effort is made to link academics and personal experiences. In the author's opinion, this link is one of the most important responsibilities

of study abroad. After all, students can travel abroad during the summer months. During the academic year, at least in the context of the University of California, students can take many of the same classes at their home campus as those they study while in the EAP. This would certainly seem to be the case in the discipine of political science. Thus, while it might be argued that a traditionally "macro" oriented discipline such as political science is less suited than some subjects to encouraging students' exploration of and involvement in the culture in which they are living, this does not mean that this ideal cannot be assessed.

(3) The affective dimension explored in this study might best be measured by a longitudinal study that measures students' attitudes before and after their sojourn. However, time constraints rendered this option unrealistic. Thus, the instrument was administered from four to seven months after students returned from their study abroad. The advantages of post-study abroad research seemed to outweigh a study performed with students currently enrolled abroad. It seemed ill-advised to ask students about the affective qualities of an experience they had not yet completed. In addition, it seemed that students would give more thoughtful answers if they had sufficient time to reflect on their experience abroad. The disadvantage of having an interlude between administering

the instrument and the conclusion of study abroad was that students may have forgotten some information that was asked of them. However, since many students profess to "remember their experience abroad for a lifetime" it seemed reasonable to conclude that they could recall their studies a few months after completing them.

Background on United States students and Study Abroad

The phenomenon of Americans going abroad for higher learning is not a new one. Citizens of the United States journeyed to Europe to study at distinguished universities throughout the Nineteenth Century. Presumably, these students sought an education that they believed unavailable at the more recently established institutions in their own country. In addition, the sons of wealthy families often rounded out their education with a "grand tour" of Europe or studied for a year at a distinguished European University. These individuals, of course, constituted a very small fraction of the collegiate population.

The dramatic growth of study abroad programs did not begin until the early Twentieth Century. The first real impetus for this growth was the conclusion of the First World War. Despite the popularity of isolationist sentiments immediately after that war, some academics realized that the

world was becoming increasingly interdependent, and that "isolationism" was no longer a viable option. Georgetown University founded its School for Foreign Service before the United States officially established the Foreign Service.[5] Educators were, however, not merely content to limit their international scope to catering to the needs of government. Some of them perceived that study in a foreign setting could add an important dimension to an individual's understanding of the world. For this reason the Institute of International Education (IIE) was formed in 1919 to aid the exchange of students and the scholars between nations. At about the same time educators at some colleges and universities realized that if education endeavored to deepen students knowledge about other nations, there would likely be pedagogical advantages if studies took place within a foreign culture. Marymount college started its Year-in-Paris program in 1924.[6] Other colleges would establish similar programs throughout the 1920's. Foreign study was gradually becoming an option for a greater portion of university students. It was still associated, however, with small private institutions by some.[7]

The next major stimulus of interest in foreign study occurred during and after the Second World War. The United States would wield enormous power and influence in the post-war world. Simultaneously, the US re-defined the world's

economic and political order, but became at the same time more dependent on that order's growth and continuance. It became evident that the nation would need professionals knowledgeable in world affairs who could communicate with people from other nations. One response to this need was the US Congress' passage of the Fulbright Act in 1946, which amended the Surplus Property Act of 1944.[8] The Fulbright Act aided US scholars and students who desired to study, teach, and conduct research abroad. Eventually, the exchange of thousands of US citizens and foreign nationals would be facilitated by this act. The international dimension study abroad brought to a student's education complemented many different fields of study. Education abroad could also provide specialized "internationalists" in economics, education, history, politics and other fields. Students were entering an increasingly interdependent world and study abroad began to be recognized as a very useful component in their education. Thus, study abroad became less a luxury for a few, and more of a tool for increasing the international understanding of many.[9]

Despite the increasing popularity of study abroad after the war, relatively few established programs existed. The most common academic program for students at the university level, then and now, was the junior-year-abroad. Only six of

these programs existed before 1950. This number grew exponentially throughout the 1950's and 1960's. By 1956, twenty-two programs operated on a continuing basis, and participation was no longer limited exclusively to junior-year students.[10] By the end of the 1950's it was clear to many educators in the US that a high-quality study abroad program would benefit their students and institutions. In the mid-1960's US college-sponsored programs abroad numbered 208.[11] Some universities, such as Stanford, pioneered "island" programs that took their own faculty abroad to teach in a foreign setting. Another option, which became increasingly common among US universities, was the forgeing of institutional links with foreign schools, usually located in Europe. This was the path chosen by the University of California in the early 1960's.

Chapter 2: The Education Abroad Program

The Program and Its Goals

The Education Abroad Program is one of the largest study abroad programs in which US students spend the academic year at a foreign institution. The program is administered by the University Office of the EAP, which is located near the Santa Barbara campus of the University of California. There are EAP offices at the eight UC campuses that enroll undergraduates. These campuses are: Berkeley, Davis, Irvine, Los Angeles, San Diego, Santa Barbara, Santa Cruz and Riverside. UC San Francisco, which offers only graduate instruction, primarily in fields related to medicine and health, also has an EAP contact person. In the 1987/88 academic year 1049 students from the nine UC campuses studied at 71 foreign institutions in 28 countries.[12] Most students were enrolled in regular classes at a host university for a full academic year. Other students attended programs of shorter duration. Since its beginning in 1961 the EAP has enabled over 14,000 students to study abroad.[13] The goals of the program remain the same as those set forth by the Regents of the University of California at its inception. Their main goals were:

1. The development of an overseas program of high academic quality where well-qualified students make normal progress towards their degrees at a cost as close as possible to that of education on the home campus at the University of California.

2. An improvement of communication on the part of students with all aspects of a foreign society by developing their skill in the use of a foreign language.

3. To stimulate students' cultural enrichment and greater understanding of the modern world by means of an international experience within the life and culture of the host country and university.[14]

In its endeavor to provide students with academic programs of high quality, and to involve students in the life of the host university and country, the EAP established agreements with universities abroad. The universities associated with the EAP were often regarded as some of the most distinguished institutions in the host nations. During the EAP's first decade, some of the programs established were at the universities of Bergen (Norway), Bordeaux (France), Goettingen (West Germany), International Christian University (Japan), Lund (Sweden), Madrid (Spain), Nairobi (Kenya), Paris (France) and the National Autonomous University of Mexico (UNAM).[15]

The majority of these programs were scheduled concurrent to the academic year of the host country. Students

were taught by professors of that university in the host nation's language. The EAP attempted, whenever possible, to enroll its students in regular classes offered by the host university abroad. Thus, EAP participants were most often placed in regular classes with students from the host nation. At other universities, UC students were placed in special classes for foreigners, though these classes were taught in the host nation's language by professors of the host university. The author believes that in those programs where the UC students were placed in special classes, the primary reason for this was that their language abilities were insufficient for them to participate in classes alongside of native-speakers of the language. In virtually all programs students studied the host nation's language and culture in an Intensive Language Program (ILP) before beginning their regular university studies. Most ILP's took place during the summer before the academic year began. The ILP's varied in length, with some lasting up to eight weeks. Students were then prepared to take courses conducted in the national language of the host university. The EAP also has established programs of shorter duration, often with specific fields of study. One such program is tropical biology at the University of Costa Rica. Most programs, however, continue to enroll students abroad for an

academic year. These year long programs also enroll the greatest number of students.[16]

Selection of EAP participants.

To insure that EAP participants would be up to the rigorous academic standards expected of them, prospective students have had to satisfy certain basic criteria before they are accepted to one of the programs abroad, these are:

1. A cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) or its equivalent at the time of application.
2. Upper division or graduate status by the time of departure (except for some programs of short duration).
3. Completion of language courses required by the program that students apply to, with an overall GPA of 3.0. (Thus, most students have some knowledge of the host nation's language before departure).
4. The support of the EAP Selection Committee at their UC home campus.[17]

Eligibility for criteria 1-3 is determined by reviewing academic records. The local campus selection committee, which is composed of faculty, EAP staff and EAP student returnees, bases its decision in regard to the forth criteria on three factors. These are: 1) the essays and applications students

complete regarding their goals for the year abroad, 2) recommendations from faculty members, 3) personal interviews with the committee. One aspect of this elaborate and careful process is that the character and caliber of student participants has remained generally quite similar throughout the program's history, thereby preserving the original intention of the Regents that the program serve the needs and interests of "a limited number of highly-qualified and highly-motivated students." Through such careful screening, the EAP has been able to maintain a successful program of high academic standards.[18]

Monitoring of Programs Abroad

The University of California's effort to insure the academic quality of the EAP includes monitoring programs abroad throughout the academic year. Day-to-day monitoring of each program abroad is the responsibility of study center directors, who are selected from UC faculty. Directors are selected on the basis of their experience in the host country. They usually serve a two-year term. The directors use their knowledge of UC standards and procedures to advise students in their selection of courses; in particular, the transfer of coursework abroad to the UC home campus. Students are also informed of the academic resources available to them in the host nation.

Directors are also responsible for the orientation of students once they arrive in the host country. This orientation usually takes place during the Intensive Language Program, before students begin studying and living in the host-university milieu. Students learn what is expected of them from the University of California, in both academic and non-academic matters.[19]

Many study centers serve only one host university (Goettingen), or one city which has more than one host institution (Paris). However, other study centers may oversee all the programs in a country (Australia, with nine programs dispersed across that nation). Some directors monitor programs in two nations, such as the director at Madrid, who also monitors the program at the University of Lisbon, Portugal. The director and assistant director at the study center located in London oversee fifteen programs in England, Ireland, Scotland and Wales.

Previous Research

To further insure that programs abroad are of the quality desired, the University Office of the Education Abroad Program has regularly conducted institutional research on assorted aspects of the program's function and its effects. Such studies have included :

1. Numerous annual reports each year derived from EAP participants' responses to questionnaires. These reports have presented quantitative and qualitative data concerning a wide variety of factors relating to students' EAP experience.

2. Comparisons of EAP undergraduates to the aggregate UC undergraduate population on the basis of characteristics such as: major, gender, age, minority group membership, and their academic performance before and after study abroad.

3. Annual qualitative reports written by the director of each Study Center.

4. Students' goals and aims in choosing to study abroad and reasons why other students expressed interest in the EAP, but decided not to apply to the program.

5. The impact of study abroad through the EAP, compared with other forms of study abroad organized by higher education institutions in the US and Europe.

6. Assessment of the foreign language proficiency of EAP students before, during, and after their sojourn.

7. The effectiveness of EAP recruitment measures.

8. Students' assessment of intensive language programs.

9. Comparative grading practices of various host universities.

10. Incidence of withdrawal from various programs and reasons for withdrawal.

These assessments have aided the EAP in its effort to provide UC students with study abroad programs of high academic quality. Research has also been useful in the process of refining the goals of the EAP and evaluating the actual experience abroad as it relates these goals.[20]

Related Objectives of the EAP

At its inception the EAP's goals were concerned with adding important dimensions to the education of UC undergraduates. In meeting these goals, however, the EAP developed related objectives. One of these objectives was to strengthen UC ties with the host universities. For this reason reciprocity agreements with host universities abroad were established. These arrangements allowed students and faculty from host institutions around the world to spend an academic year at one of the campuses of the University of California. In the 1988/89 academic year about 320 reciprocity students are studying in the UC system. In addition, a smaller number of student spent shorter periods of time at UC campuses, often taking part in special programs such as intensive English Language instruction.[21]

Another objective of the the EAP has been to facilitate the training of teachers of modern languages. With the addition of

programs in Indonesia and Thailand, EAP participants can study or receive instruction in twenty languages. These include: Arabic, Cantonese, Hebrew, Hindi, Japanese, Kiswahili, Korean, Mandarin, and Russian, as well as a many European languages.[22]

The EAP may also assist academic departments of the university by providing specialized academic studies for students and faculty. Assistance in the form of academic guidance and logistics may also be provided to graduate students who are conducting research or studying at host universities abroad.[23]

Future Goals of the EAP

Over the last quarter century EAP has successfully grown to be one of the largest high-quality study abroad programs sponsored by an American university. At the time of this writing UC students can study in over 82 host institutions in 33 countries worldwide. In an increasingly interdependent world the EAP is continually seeking to forge new links with institutions around the world, as well as expand existing programs so that it may better serve the University of California and its students. For the 1988/89 academic year EAP has added new study programs in Canada, Denmark, Indonesia, and Thailand and has reopened a program at the

University of Ghana. The currently proposed five year plan envisions at least 2000 students studying abroad at 85 host institutions in the 1993/94 academic year. This would represent a nearly 100% increase in student participation over a five-year period.[24]

In concurrence with the University of California's plan to position itself as the premier public institution of higher education in the coming "Pacific Century," the EAP is paying special attention to programs in the Pacific Basin. Currently, students can study in thirteen nations in the Pacific Basin. In terms of student participation, these programs represent the fastest growing region in the EAP.[25] In addition, special EAP scholarships are available to students who wish to study in this economically and culturally dynamic region.

Chapter 3: The Study

Academic Discipline Chosen for Study

Certain academic disciplines are better suited to study abroad than others. Ideally these disciplines may present the student with unique insights that are not likely to be acquired if the same subject matter is studied at the home campus.

A discipline that combines subject matter suitable for study with the possibility of unique insights that are unlikely to be acquired at the UC home campus was to be the focus of this research. A variety of criteria were considered in choosing what subject was to be examined. Four criteria, however, were judged to be of the utmost relevance. They are as follows: first, certain disciplines have a natural affinity for study abroad because the subject matter is complimented by the foreign setting (i.e. a different perspective in political science); second, it seemed a good idea to focus on those subjects which are likely to emphasize the host country's individual or unique characteristics (i.e. history or art); third, the discipline selected for study should be one which is widely offered at most study centers and which is an important academic area for large numbers of EAP participants. In addition, it seemed best to avoid those subjects that were unlikely to have special significance in the study abroad

experience (i.e. computer science). After examining a variety of subjects, political science was chosen for study.

Political science met all the criteria stated above considerably better than any other discipline. The discipline fulfilled the first and second criteria very effectively since it seems that studying a nation's politics while residing in that nation is a unique opportunity which, in many ways, study at home would simply not compare. The author also believed that studies directed by foreign professors are likely to provide the different perspective that motivates so many students to enroll in EAP. Furthermore, political science is a well established academic discipline, which nonetheless has sometimes presented US students with a world view in which it is difficult to examine events outside their significance to US-Soviet relations, or fairly narrowly defined US interests in general. A student taking political science courses abroad is virtually certain to gain perspectives, information and insights that would be difficult to obtain on their home university campus.

The discipline of political science fulfilled the third criterion mentioned above far better than any other subject. Considerably more EAP participants major in political science than in any other discipline.[26] Political Science majors, when combined with other social science majors, account for one

third of EAP students. The discipline is offered at most host universities abroad. In addition, political science courses are chosen for study by many non-majors while they are abroad. Other major subjects that were considered, such as art and history, each provided only a third of the participants provided by political science. For these reasons the author believed that the discipline was the most appropriate for assessment.

Host universities: Survey Method

The majority of EAP programs are scheduled concurrent to the academic year of the host country. These year-long programs also enroll the greatest number of students. For these reasons only those programs that enroll students abroad for a year were considered for inclusion in the present study.

One goal of this research was to provide information useful for understanding and assessing instruction of the discipline within the EAP. Consequently, it seemed best to design the study so that the students' responses concerning instruction could be interpreted as precisely as possible. Therefore, it seemed best to group students according to the specific host institution they attended, rather than according to the nation in which they studied. Thus, for example, the program at Grenoble is included, rather than a group

consisting of "all EAP students who studied political science in France." It seemed that responses obtained from an aggregate of students in France would be difficult to interpret because instruction within the eight host institutions in that country may differ significantly. In addition, some of these institutions may enroll only one or two students in political science classes. Approximately half of the students studying the discipline in France, however, are at Grenoble. Interviewing only students that studied there yields information that can be interpreted more accurately than that obtained from an aggregate made up of all institutions in France.

Criteria Used in Selection of Host Universities.

After deciding to study political science within the EAP by examining specific host institutions, the writer eventually selected four. A variety of criteria influenced the choices resulting in the selection of the Universities at Goettingen, Grenoble, Jerusalem and Madrid. The three criteria deemed most important were: to obtain a survey group of sufficient size, to include programs that reflected the different levels of integration into regular academic courses at institutions abroad, and to include an least one non-European institution.

The author considered it very important to concentrate on those universities in which a large number of students study

political science. This would allow a greater percentage of students to be interviewed. Also, a fairly large sample of students could be interviewed from each university selected. The size of survey groups allowed the researcher to get a very clear idea of instruction at each of these institutions, as well as an understanding of how students from different institutions interpreted the questions asked of them. The inclusion of institutions where fewer students studied the subject would have necessitated reliance on substantially smaller samples, which could have been skewed by one or two respondents.

The second criterion used in selecting which institutions to include was that of "integration." As stated earlier, the EAP seeks to integrate students as much as possible into the normal classes of the host university. However, complete integration is not always possible.

Accordingly, EAP students are considered to be either "integrated," "partially integrated" or in "special classes," depending on which institution they are attending.[27]

Integrated students are doing the majority of their course work in regular classes at the host university in the same language of instruction normally used at that institution. Partially integrated students do half or more of their their work in special courses, though almost all of these students were being taught in a foreign language (94% in 1987/88).

Students are designated as being in special classes when the majority of their work is done in these types of class. In the last type of programs mentioned "some or all of the special courses were a study of the local language." [28]

The author believes that the need for special classes is probably due to language differences, or the specific field of study EAP participants pursue while abroad, which may differ from what citizens of the host country are studying. In regard to language, many of those students in special classes are enrolled in universities in which the national language would probably not be familiar to many US students, such as China, Denmark, Hungary, India, Israel, Korea, Togo and the USSR. Examples of students in special classes because of their program of study would be those in studying tropical biology in Costa Rica, and anthropological study and field experience in Mexico. Students in other EAP programs in Costa Rica are, however, considered to be integrated, while others in Mexico are considered to be partially integrated.[29]

The author hoped to that the study could include at least one program from each of these three levels of integration. How students assessed programs with different levels of integration might be useful for understanding how these differences affected the students.

A third criterion important to the author was the inclusion of host universities from areas where political science has not commonly been studied by US students abroad, as well as the better known and larger programs in Europe. It was hoped that at least one program from both Latin America, Asia and possibly Africa, could be included. However, most of these universities enrolled less than a dozen UC students in all subjects. Programs in Brazil, China, India, Kenya, Peru and Togo all had too few students for a meaningful sample of political science students to be obtained. Two universities that seemed to have enough students for inclusion were International Christian University in Tokyo, with about thirty UC students, and the National Autonomous University of Mexico (UNAM) which had about forty students. Further investigation, however, revealled that very few students at UNAM studied political science. Many were in specialized programs of less than a year's duration and were not taking any political science courses. Thus, EAP students that attended UNAM were not interviewed. International Christian University in Tokyo enrolled ten UC students in political science classes, and was considered for inclusion. These students were from seven UC campuses, none of which provided more than two students. Further research showed that some of these students could not be located, so ICU was

not included in this study. Also, none of fifteen host universities in the United Kingdom were included because total UC enrollment at the largest ones was only 15 students in 1987/88. (Table 1)

Table1

EAP participants at the largest study centers 1987/88

(X=3)

U.K. / Ireland*	XXXXXXXXXXXXXXXX/ /XXXXXX (166)
Madrid, Spain	XXXXXXXXXXXXXXX/ /XXXXX (103)
Goettingen, W. Gr.	XXXXXXXXXXXXXXXXXX (57)
Costa Rica§	XXXXXXXXXXXXXXXXX (53)
Jerusalem, Israel	XXXXXXXXXXXXXXX (49)
Mexico City§	XXXXXXXXXXXXXXX (48)
Barcelona, Spain	XXXXXXXXXXXXX (41)
Bordeaux, France	XXXXXXXXXXX (35)
Tokyo, Japan¥	XXXXXXXXXXX (35)
Budapest, Hungary•	XXXXXXXXXXX (35)
Lund, Sweden	XXXXXXXXXX (32)
Padua, Italy	XXXXXXXXXX (32)
Australia¶	XXXXXXXXX (30)
Montpellier, France	XXXXXXXXX (30)
Grenoble, France	XXXXXXXX (27)
Pau/Paris, France	XXXXXX (22)
Morelia, Mexico§	XXXXX (19)
Bejing, China	XXXXX (18)

*EAP students are enrolled at fifteen host universities in England, Scotland, Wales and Ireland.

§Most students were in special or short programs of less than one year.

¥International Christian University enrolled 29 students, 6 studied at Sophia University.

•Some students are in semester programs.

¶EAP students study at nine Australian Universities.

Note: Information for Table 1 was provided by the Research Section of the UOEAP. Study centers include from one to fifteen institutions.

Other EAP Programs

In the 1987/88 academic year EAP students also studied in Nairobi, Kenya (15); Lyon, and Poitiers, France (14 each); Togo, West Africa (14); and in a cultural program in Paris, France (13). Other programs that enrolled ten or fewer students were located in: Bologna, Florence and Venice, Italy ; Bergen, Norway ; Cairo, Egypt ; Copenhagen, Denmark ; Haifa, Israel ; Hong Kong ; Leningrad, USSR ; Lima, Peru ; Lisbon, Portugal ; Marseille, France ; Nanjing, China ; New Delhi, India ; New Zealand ; Sao Paulo, Brazil ; Seoul, South Korea ; Taiwan and Vienna, Austria.

Host Universities Chosen for Study

Four host universities were eventually selected for inclusion in this study, these were: the Georg-August University in Geottingen, Federal Republic of Germany; the University of Grenoble, France; Hebrew University in Jerusalem and the University of Madrid, Spain. These four universities have more students studying political science than any others. Madrid and Goettingen have, respectively, the first and second largest enrollment of EAP participants, so it was not surprising that large numbers of students studied political science there. Jerusalem was also a large program with nearly fifty students, over twenty of whom studied political science. Grenoble was not the largest of the programs in France, Bordeaux had almost

twice as many students, however, only ten students at Bordeaux studied political science, while over twenty did so in Grenoble.

The choice of these four universities fulfilled the primary criterion ideally; they represent the four largest samples of political science students.

The second criterion, choosing universities with different levels of integration, was also met satisfactorily. Students at Goettingen and Grenoble are considered to be integrated into those host universities; and are taking the majority of their coursework in regular classes. The University of Madrid partially integrates UC students, some of their classes are in the regular university, though the majority of courses are "reunidas" which are special classes taught in Spanish for foreign students from different nations. Finally, students at Hebrew University are considered to be in special classes. Students there take the majority of their courses in the Rothberg School for Overseas Students, where most classes are taught in English.

The third criterion considered in selecting host universities, including institutions from a wide geographic area, was only partially met. Three of the universities are in contiguous European nations. The fourth, Jerusalem, is outside of Europe, but, in some ways, marginally so. However, too few

students studied political science at host universities in Latin America, Africa or other parts of Asia for inclusion in a study designed to assess the discipline within EAP.

Descriptions of the Four Host Universities in the Study

Goettingen

Georg-August University, more commonly known as the University of Goettingen, was founded in 1737 by George II, King of Great Britian and Ireland and Elector of Brunswick and Luneburg. Goettingen is located in West Germany, or officially the Federal Republic of Germany, in the state of Lower Saxony, and is about fourteen miles from East Germany. Close to 30,000 students study in many different fields at the university.[30] The university has been associated with the Education Abroad Program since 1963.[31] UC students are required to take a six-week Intensive Language Program (ILP) after their arrival in Germany. Upon completion of the ILP, students must pass a German language test to enroll in regular University of Goettingen classes. All instruction is in German. Tutorials organized by the EAP supplement some courses.

Grenoble

Grenoble is located in the Southeast of France and is less than one hundred miles from the Italian and Swiss borders. It is one of the chief cities in the province of Dauphine in the French Alps, and is surrounded by mountains. Grenoble is also one of the oldest cities in the nation, with a university founded in 1339. Close to 35,000 students study at the university, one of the largest in France. Most students' coursework at Grenoble is in Social Science (Grenoble II). Students may also take courses in Language and Letters (Grenoble III), and in Science (Grenoble I). All instruction is in French.[32]

Jerusalem

Upon arrival in Israel EAP students participate in a ten-week intensive Hebrew language program at the University of Haifa in Haifa. Students then attend classes at The Hebrew University in Jerusalem. This university was founded in 1918 and officially opened for classes in 1925. EAP students first attended the university in 1968.[33] Enrollment currently stands at 15,000, with nearly 3,000 international students coming from more than 40 countries. There are ten schools within the university. Most UC students take the majority of their classes in the Rothberg School for Overseas Students. The emphasis within this school is on Jewish, Israeli, and Middle

East studies, though courses in the social sciences and other areas are also available. Within the Rothberg School most instruction is English, although classes taught in Spanish, Hebrew and French are also available. The other schools within the university are usually instructed in Hebrew, though some utilize English. Some UC students take all their classes in the Rothberg School. Other students, primarily those fluent in Hebrew, take most (or all) of their classes outside of the Rothberg School. All students are obliged to continue their study of Hebrew throughout the year. In addition students can also study classical and conversational Arabic.[34]

Madrid

The University of Madrid enrolls almost 150,000 students in fifteen faculties which correspond to the colleges and professional schools of the University of California. The university was established in the nineteenth century, and is considered to be one of the finest facilities in Europe. The EAP has been associated with the University of Madrid since 1964.[35] Students enrolled in the EAP's program at the University Of Madrid take an Intensive Language Program before begining their regular academic year. Part of the ILP takes place in the town of San Sebastian, in the Basque region of northern Spain. Instruction begins in October and continues

through May. The majority of students do most of their coursework in special classes for international students, which are taught in Spanish. Art history, economics, geography, history, linguistics, literature, philosophy, political science, sociology and Spanish language are some of the subjects studied in these classes. Most classes are taught by professors of the University of Madrid. Since these are designed for foreign students, professors employ less complex language in instruction. UC students, unlike other US students, are also required to take at least one class within the regular university with their Spanish counterparts each semester.[36]

Chapter 4: Methodology of the Study

Survey Method

The form that students were asked to complete and the questions asked of them in this survey are here refered to as the instrument, or questionnaire. The instrument consisted of five parts, designed to answer three questions: (1) what does academic instruction in the discipline consist of at selected host universities, (2) how effective students believed that instruction was in furthering their knowledge of the subject, and (3) how did the study abroad experience affect students' perceptions in areas relating to the discipline. It seemed most reasonable to arrange items in the questionnaire so that the three main questions were answered in the same order as they appear above. The author believes this order presents the most logical cognative progression for students when answering these questions.

To answer these questions it seemed appropriate to employ both closed and open-form items. The closed-form was used in items which sought to answer the first and second questions posed by this study. Such items seemed best for obtaining information on what political science instruction consisted of, and how effective students believed distinct aspects of their instruction were in educating them about, or

encouraging their exploration of, the subject. It was believed that employing open-end items in the first parts of the questionnaire would result in diverse information that might be difficult to interpret accurately.

It seemed obvious, however, that the responses to the affective questions in the later part of the instrument could not be adequately answered by only closed-form items. For this reason these questions were each measured by two items, one which elicited a response that could be used to generate a coefficient (items 18, 20, and 22) and a second open-ended question (items 19, 21 and 23) which asked students to explain and expand on their response to the first item. The author believes the use of two items was an effective way to measure the three affective questions later reported in chart 6. Also, the use of open-ended questions resulted in the unanticipated findings examined in the concluding chapter.

Upon completion of the interviews, the students' responses to all closed-form items were used to generate numerical coefficients. These coefficients could then be compared, and the pedagogical techniques that students believed most efficient might be ascertained. Thus, the majority of items called on students to mark one of five points on a continuum. This scale represented different responses to a question. These ranged from an unambiguous negative

response on one side ("no," "not at all" or "poorly") to an obviously positive acknowledgement ("yes," "very effective" or "excellently") directly opposite. The middle point on the continuum represented a reply between the two extremes ("somewhat," "fairly effective" or "adequately"). One variable inherent in a scale of this type is that the interviewees' interpretation of the terms used may vary.

In addition, a sixth point labeled "not applicable" was often included on items that the author believed might not apply to all students. The author's experiences while conducting the pilot study had demonstrated the value of including this type of item. Because students were studying in four different nations, which sometimes employed different teaching methods, and were also enrolled in a variety of classes in the relatively broad discipline of political science, it seemed imprudent to assume each item was approriate to each and every student.

It should also be noted that the "positive" end of the scale varies from left to right. This was done in order to counter the "halo effect." This effect occurs when persons using a rating scale select predominately positive or negative responses, based on their overall opinion, rather than the specific question asked of them. The author attempted to counter this tendency by designing the items so that the aspect being

assessed was very specific. Another factor which can contribute to the halo effect is reluctance of some people to choose an answer they believe will be interpreted as negative by the interviewer.[37] However, the author did not perceive this as a major problem during the pilot study or the actual interviews.

An inherent disadvantage of the closed-form question is that it may lessen depth of response. To compensate for this disadvantage, students were encouraged to comment on any item or expand on their answers. Students were informed of this at the beginning of the interview or whenever the author perceived that the item or answer was not really getting to the question at hand.

The Instrument

The first part of the instrument asked students for some basic information concerning their UC home campus, their academic status, major academic field, and the host university attended. Both the first and second questions were taken directly from the standard EAP returnee questionnaire. These two items were included here because it seemed that knowing something of the respondents' motivations for study abroad and their previous experience abroad (if any) would be useful

in interpreting the affective dimension explored in questions 18-23.

The next part of the instrument (items 3 through 8) was designed for and administered to only those students who took some or all of their classes in a language other than English. Entitled Language use within political science instruction , this section of the instrument asked students specific questions about their language abilities. The items asked students to assess their ability to comprehend both lectures (items 3 and 6) and readings (items 5 and 8) in their political science classes. Items 4 and 7 also established if readings had been in a foreign language, English or a specified percentage of each. Because students' language abilities were likely to improve during their time abroad, they were asked to assess their comprehension of lectures and readings during both the first and second halves of the year abroad. Posing the question in this way provides information that can probably be interpreted more accurately than that obtained by asking students if their language abilities changed while abroad. If students were asked only if their language abilities had improved, it was believed that almost all would state that they had, but that this response was not as useful as the numerical scores generated by applying the same question to two different periods of their time abroad.

The third part of the instrument was entitled Political Science. Interviewees were asked to write the names of the political science courses they took during both halves of the year while abroad. They were also asked to indicate the language of instruction and number of credits earned. The first two questions in this section asked students to estimate how effective, as an aggregate, their political science courses were in two aspects of their learning. Item 9 asked how effective the courses were at providing factual knowledge about the host nation. The following question (item 10) sought to establish how effective courses were at providing ideas useful for analysis of politics (theories, concepts, paradigms).

Item 11 was designed to assess about what percentage of class time was spent listening to lectures and in class discussions. The author believed that these two activities made up the majority of class time. Students were asked to place an "X" a line to indicate how much time was spent in each activity.

Items 12 through 17 asked students to rate the usefulness of lectures, class discussions, readings, assignments and evaluations. Some of these questions were designed to measure how useful the time spent in class was for acquiring information and knowledge. Others sought to measure whether assignments and evaluations encouraged students to

explore the host nation's political culture through experiencing it, rather than relying solely on secondary sources.

The following section was entitled Affective qualities of political science within study abroad. This section of the instrument sought to measure how, and in what ways, students' perceptions changed as a result of their study abroad. A wide variety of responses was anticipated in regard to this portion of the questionnaire. The author believed that for useful information to be obtained in this part of the study, it was necessary to limit the focus of items to specific areas that would have significance for all students. Accordingly, questions 18, 20 and 22 consisted of closed-form items that asked students how much their study abroad experience affected their outlook on, respectively: the host country, the USA and world politics. The use of the closed-form for these items resulted in answers that could be expressed numerically. Each of these items was then followed by an open-ended question (items 19, 21 and 23) which asked students to explain and elaborate on their answers to three subjects mentioned above. The author believed this approach, which used two questions, consisting of a specific closed-form item and a broad open-ended question, was the best way to obtain meaningful information on the affective qualities of study abroad.

The last segment of the instrument comprised three items. Questions 24 and 25 assessed the importance of political science classes in the affective dimension explored in the previous section (items 18-23). Item 24 asked how important political science classes were in affecting change if students' views of the USA or world politics did change. Question 25 asked the importance of political science classes in affecting this change in comparison to other classes taken abroad. Finally, the last question asked students if they had any comments about their study abroad they wished to share. The author also invited students to comment on the instrument if they wished.

Sample of Respondents

All interviews used in the preparation of this paper were conducted on the four UC campuses (Berkeley, Davis, Los Angeles and Santa Barbara) that provided the most political science students at the four host institutions (Goettingen, Grenoble, Jerusalem and Madrid) included in this study. These interviews took place between late October of 1988 and late February of 1989.

Table 2
All Students that studied Political Science at Four Host Universities and their UC Home Campuses.
(Numbers in Boldface = Interviewees)

UC Campus	Goettingen	Grenoble	Jerusalem	Madrid	UC Campus Totals
UCB	**5/1**	**8/2**	**10/6**	**3/1**	**26/10**
UCD	**6/5**	**5/2**	**1/1**	**12/4**	**24/12**
UCLA	**3/2**	**3/2**	**5/2**	**7/4**	**18/10**
UCSB	**5/3**	**3/2**	**3/1**	**3/1**	**14/ 7**
Totals from Four UC Campuses and Interviewees	**19/11**	**19/8**	**19/10**	**25/10**	**82/39**
Other UC Campuses (SC+I+R+SD)	**4/0**	**4/0**	**6/0**	**7/0**	**21/0**
Host University Totals and Interviewees	**23/11**	**23/8**	**25/10**	**32/10**	**103/39**

Note: Information for this table was derived from records kept by the University Office of the EAP.

Preparation for Administration of the Instrument

A pilot study for this research was conducted with UC Santa Barbara EAP returnees who studied at the same four host institutions selected for inclusion in this study. The pilot was employed to test the validity and relevance of the questionnaire, and to gain a better understanding of pedagogical techniques used at the four universities abroad. The pilot was completed in the middle of October, 1988. The instrument was then edited to its present form.

Next, lists of students who took political science classes at the host institutions in the study were assembled. Records kept by the University Office of the EAP (UOEAP) were used to compile these lists. The author further differentiated these lists according to the students' home campuses. When the researcher went to the UC campuses to conduct interviews, these lists were checked with the current telephone numbers of EAP returnees that are on file at the campus offices of the EAP. These telephone numbers are voluntarily given to the campus EAP offices by returning students who are interested in maintaining some contact with their campus EAP office. Thus, the current telephone numbers on file are not a complete list of returning students. Between one-quarter and one-half of the potential interviewees' current telephone numbers were available from the campus EAP offices. It may

be that those who chose to leave their names with their campus office were more likely to have a positive assessment of the experience, though this is undetermined. In addition, a smaller number of returnees' telephone numbers were obtained while at the various UC campuses using their respective registrars, student locaters or local student directories. Returnees were contacted by telephone. The vast majority of these consented to an interview. A few were hesitant, almost always because they had either "taken only one political science class" or "didn't know much about political science."

The author believed these students' reservations about being interviewed stemmed from their perception that they might be asked to comment at length on something they were not all that familiar with. Since most of the items in the instrument requested quite specific information on the courses taken abroad, the author usually encouraged students who expressed these sentiments to participate despite their reservations. Almost all of them then consented to an interview. Overall, 38% of the potential survey group was interviewed for this report. All of those who declined said they were too busy to be interviewed. These consisted of two UCLA students who were taking their final examinations of the

quarter the same week that the interviews were taking place on their campus.

Administration of the Instrument

All students were interviewed face-to-face. Telephone interviews seemed less viable because of possible disadvantages. The author assumed that students would be more likely to take the time to think about the questions seriously if they were interviewed in person. It seemed students might want to get a telephone interview over as quickly as possible. Also, the author believed that students might be inclined to answer with greater candor if they were sure they were talking to a graduate student who was interested in their study abroad. The best way to assure them of this was to meet them personally. Most interviews took place in the library, campus EAP office or student area at the respective UC campuses.

Students were met, and the purpose of the interview and the study were explained before it began. The author informed students that he had designed the study and was administering it at four UC campuses. In addition, it was explained that the EAP's research section had cooperated with and aided the author since the initial design of the study, and that it was hoped students' responses would provide

information useful for assessing the discipline of political science within the EAP. The author also informed students of his own interest and participation in the study of political science abroad.

The author explained that he would read the items and students would be asked to mark a space which best described their answer to the question. The interview forms given to students did not contain the actual questions. The pilot study had made it obvious to the author that students were much more likely to think through each question and comment further on their experiences if they had to listen to the question. If the students read the question themselves they were much more likely to give only a few seconds consideration to each question before marking a point on the scale. In addition, students were much less likely to elaborate or expand on their answers if they regarded the interview process as primarily marking a questionnaire. The interview form did however, contain text. Each section was introduced by a paragraph (or two), which explained the purpose of each group of questions. The author usually paraphrased these texts while administering the form. If the author believed that the student did not seem to understand a question the author asked the student to read the the appropriate text.

While administering the questionnaire the author occasionally took notes on the comments students added.

Students were asked to fill out the first half of the page (biographical information and reasons for study abroad). Before administering the questionnaire, the author asked students to listen to each question carefully and to mark the point on the scale that was the most appropriate answer to the question. The author mentioned that the positive end of the scale was not always on the right end of the scale, and for this reason, and because the items sought specific information, the student should always read the descripters under each point on the line. The author then inquired as to whether the student had taken a political science classes in the first, second or both halves of the time abroad. If English was spoken in these classes the author proceeded to the section entitled Political Science. Otherwise students were asked the appropriate items in the section entitled Language use within political science instruction before proceeding to the political science section. Upon completion of the political science questions the author informed students that it would be helpful if they wrote a short answer to items 19, 20 and 21 in the section entitled Affective Questions. The author also took notes on students' responses, but explained to students that when evaluating data later on, original comments written by

the students themselves might be considered more meaningful than the summary of responses compiled by the author.

PART II: RESULTS AND CONCLUSIONS

Introduction

Results from each host university are reported individually. The author believes this appropriate, since this project was designed principally as an assessment, and not as a comparative study. A brief comparison of results is, however, included at the beginning of chapter 9. Dimensions of comparison are limited by a variety of factors. For example, students may not be interpreting items in precisely the same way at different universities, due to inherent differences in the academic methods employed at those universities.

In terms of statistics, mean responses to the majority of items in the survey will be presented in chart form and printed in boldface. These charts also include the standard deviation (SD), range (R) and number of responses (N). Other items, which measured the percentage of time spent in specific activities, are also presented graphically. Coefficients from each university are presented in seven charts. The names of the charts consist of a letter/number combination. The letter is the first letter of the host university's location, with the exception of Grenoble, which will be designated "F" (for France). When rounding coefficients, five-or-below was rounded down and six-or-above rounded up. In addition, the

author notes that variations in the number of respondents (N), especially in Chart 5, resulted from students who were not included because they answered an item "Not Applicable."

The information is clarified with a narrative. Because of the relatively small samples in this survey, responses were not separated according to the degree of exposure students had to political science classes. The narrative, however, comments on the differences between majors and non-majors and/or extent of exposure based on credits attempted, when these differences are readily discernable. The narrative also includes remarks made during interviews and comments students wrote on the forms they completed.

Chapter 5: Results: Goettingen

Eleven students who attended the University at Goettingen were interviewed for this survey. Four of these were working towards a major or minor emphasis in political science or international relations. Three others were majoring in German. The academic degrees other students at Goettingen were earning varied more than those at any of the other three universities in this survey. They included: civil engineering, design, economics, film studies, linguistics, and psychology. One went to Germany as a senior, all others had junior-class standing while they were abroad. Seven students were women. (See page 33 for a description of the EAP's program in Goettingen).

Eight students had traveled abroad before (item 2). Most of these had spent some time in Germany. Some had spent considerable time in the country previously, including two who had a parent who was born in Germany. Only one reported previous study abroad; this consisted of nursery school in Japan and fourth grade in Switzerland.

Chart G1

Language Comprehension within Political Science

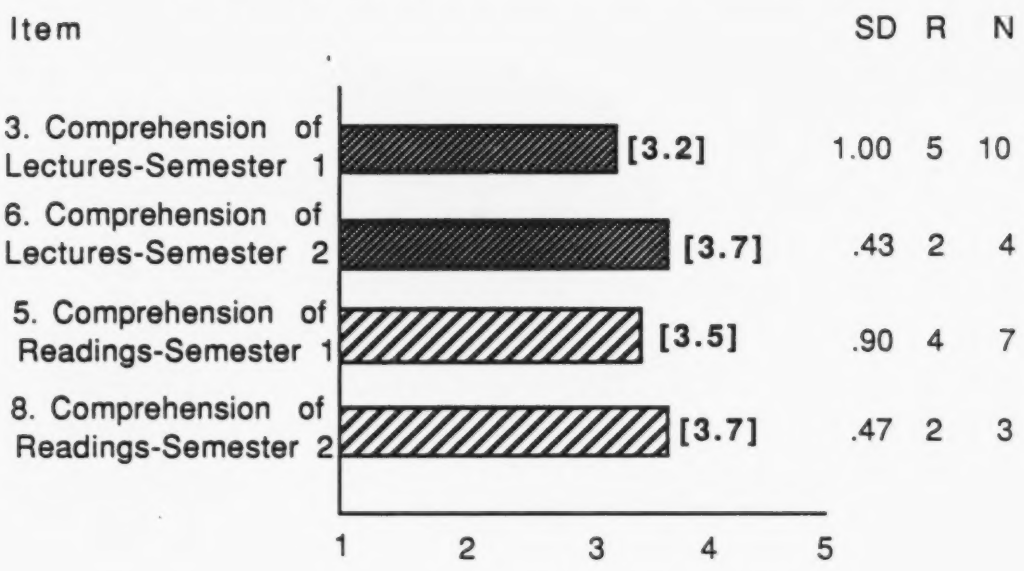

Chart G1 consists of items that report students' impression of their comprehension of the German language in both lectures and readings during the first and second parts of the year abroad. Most interviewees did not take political science courses during the second semester; thus samples for items 6 and 8 are much lower than those that pertain to the first semester, and numbers generated are not readily comparable. The 3.2 mean generated by item 3 indicates that, overall, respondents believed their comprehension of lectures during the first semester was "adequate."

Participants also believed their comprehension of readings was "adequate" both semesters, as indicated by the items 5 and 8. Items assessing reading comprehension in political science at Goettingen received fewer responses than those measuring comprehension of lectures. This is because in one class the only readings were handouts distributed before lectures, and some students did not deem these truly "readings" and declined to answer item 5. Seven interviewees were enrolled in this class, which was titled, "Political System of the Federal Republic of Germany." It consisted of different guest lecturers every week, followed by a discussion. One student in this class noted "lectures concerned a vast spectrum of issues and political opinions." Another explained "Some lecturers were very good, others were bad, and one talked for an hour and a half and I didn't understand a word." Students who took this class tended to rate their comprehension of lectures lower than students in other classes. The author believes these lower ratings may reflect the additional problems EAP participants had understanding speakers who may not have been accustomed to presenting academic lectures. Evaluations of student achievement in this class were over material covered in the lectures.

Chart G2

Percent of Readings in German and English

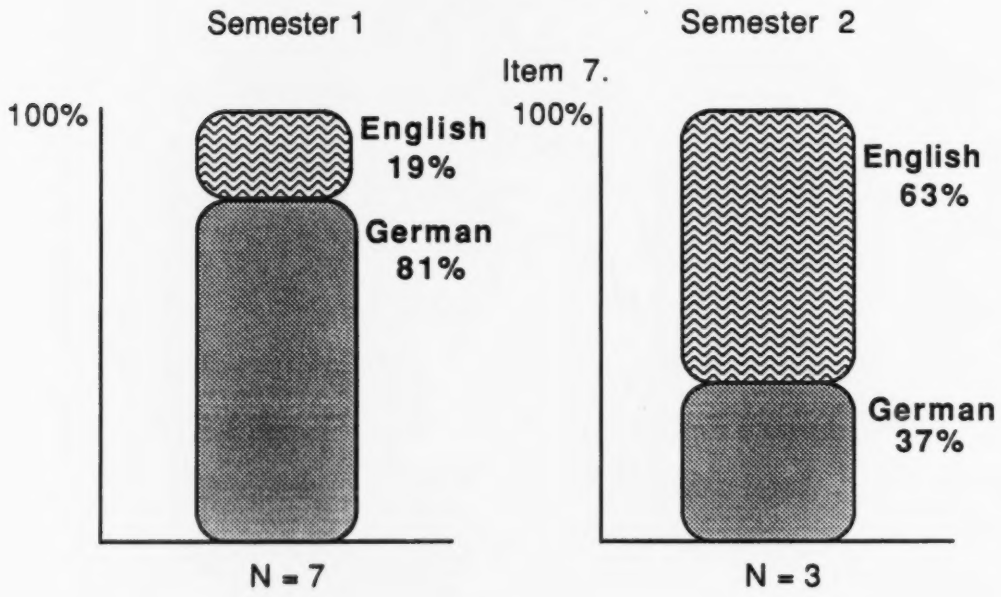

Chart G2 reports the percentage of political science readings in German and English, during both the first and second halves of the year abroad. The aggregate of the seven responses to item 4 (Semester 1) was 81%. Four respondents to this item said all their readings were in German the first semester. Two others indicated that some of their readings were in English. One student, a political science major, estimated 75% of her readings were in English. She took four political science classes abroad, two of which were, "American

Presidency" and "The Pentagon Papers and Vietnam." She stated that, "Though both were conducted in German, there was a lot of reading, all of which was in English."

Item 7 indicated that 63% of readings during the second semester were in English. This number was generated by a significantly smaller sample than the that available the first semester. During the second semester, one of the courses in which the majority of readings were in English was "Political Problems In Asia." Upon inquiry, the student in this course said that German students were using the same texts as he and that many or most of the texts used for Asian studies at Goettingen were in English.

Chart G3

Effectiveness of Political Science Courses in providing:

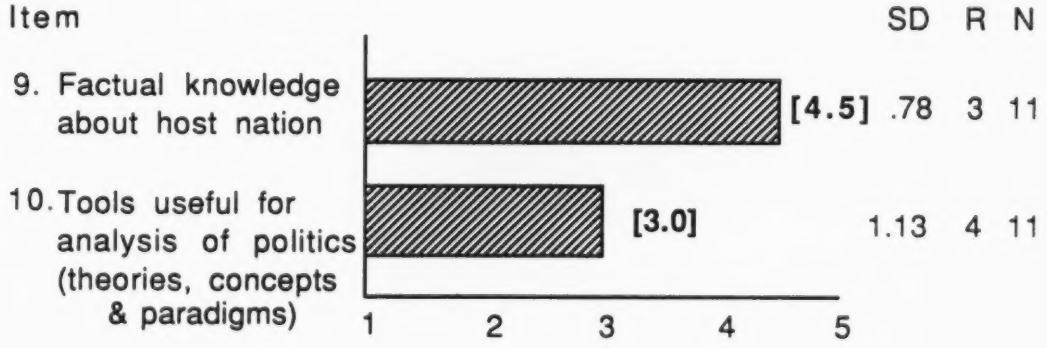
Item
SD R N
9. Factual knowledge about host nation
[4.5] .78 3 11
10. Tools useful for analysis of politics (theories, concepts & paradigms)
[3.0] 1.13 4 11
1 2 3 4 5

Chart G3 measures how effective respondents judged political science classes at Goettingen in two general areas. These are: providing factual knowledge about politics in Germany, and providing tools useful for analysis of politics. Students at Goettingen believed that their courses were very effective in providing factual knowledge about the political situation in Germany (item 9). The 4.5 mean score they generated in response to this item is considerably higher than that reported at other host universities in this study. Responses to item 10 indicate that participants believed their courses were fairly effective at providing concepts useful for analysis of politics. Individual responses to this item, however, varied considerably. Most students interviewed would probably agree with their peer who stated "the emphasis at Goettingen is not on learning theories." Not surprisingly, the responses of students in courses that made extensive use of analysis did not reflect this statement. In the author's opinion, this chart accurately presents participants' overall assessment of two aspects of their political science classes in Germany. It seems the diverse range of responses accurately reflects political science's broad scope of factual and theoretical studies.

Chart G4

Item 11. Classtime Spent in :

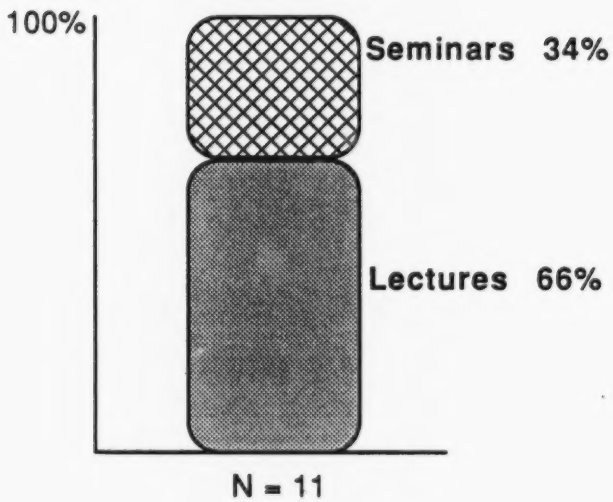

Chart G4 was generated by students' estimation of what percentage of time was spent (as an aggregate) in political science classes listening to lectures or in seminar/discussion settings. Most indicated they spent the majority of their classtime in lecture settings, though all but one spent some time in discussions.

Tutorials designed for foreign students also complemented some classes. These were conducted in German, and according to one participant, enrolled from twelve to twenty participants. She added that grading in these tutorials was

based on the US system; thus, there were frequent assignments, and these were used in determining student grades. This contrasts with the majority of classes at Goettingen, in which grades would be determined solely by the final examination. One student noted that tutorials were often "more demanding" than regular classes.

Chart G5

Specific Aspects of Political Science Instruction Abroad

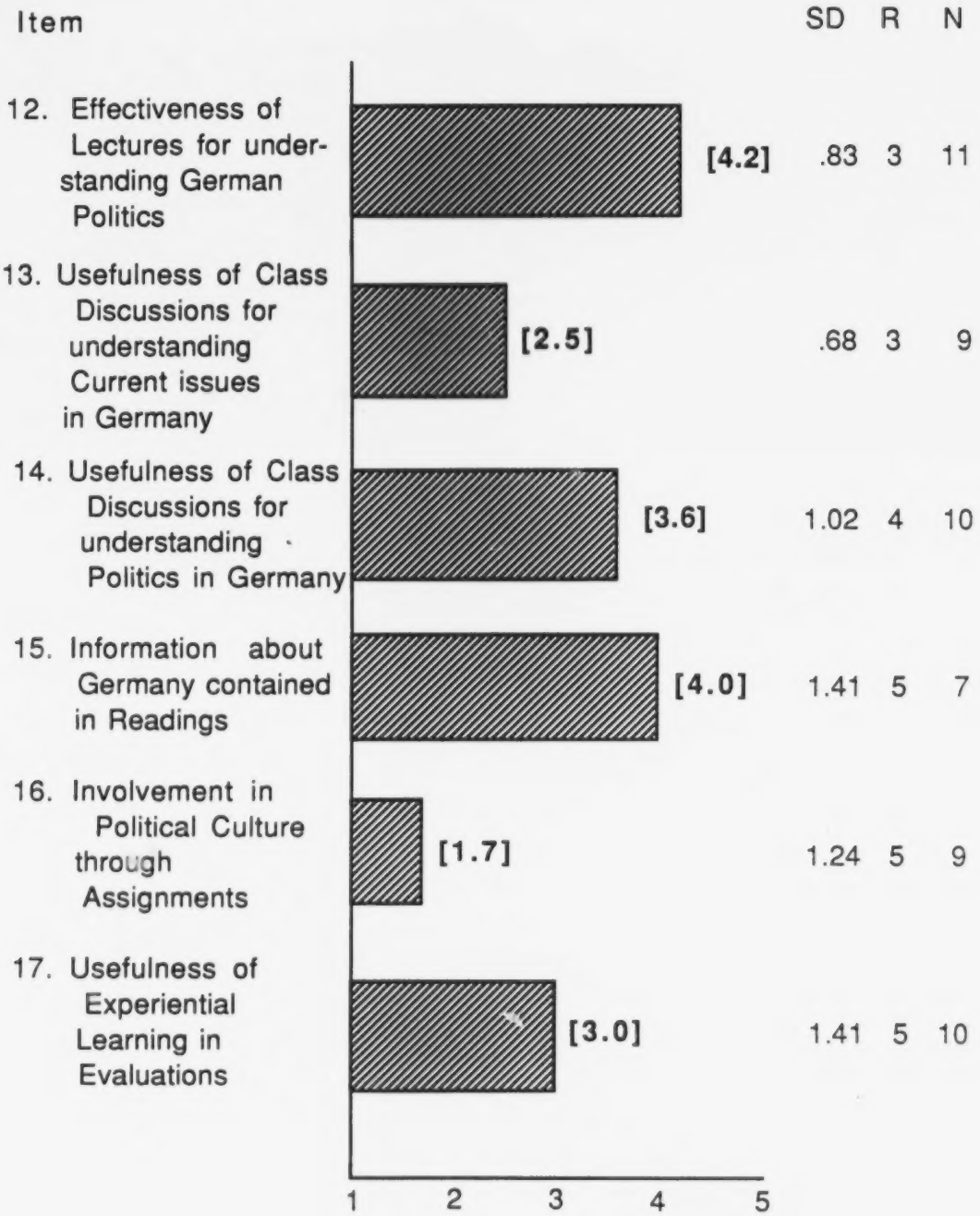
Item
SD R N
12. Effectiveness of Lectures for understanding German Politics
[4.2] .83 3 11
13. Usefulness of Class Discussions for understanding Current issues in Germany
[2.5] .68 3 9
14. Usefulness of Class Discussions for understanding Politics in Germany
[3.6] 1.02 4 10
15. Information about Germany contained in Readings
[4.0] 1.41 5 7
16. Involvement in Political Culture through Assignments
[1.7] 1.24 5 9
17. Usefulness of Experiential Learning in Evaluations
[3.0] 1.41 5 10
1 2 3 4 5

Chart G5 reports responses to items which asked students to assess specific aspects of political science instruction at Goettingen. Item 12 generated the highest mean score of any item in this chart. This indicates that respondents believed instructors were quite effective at relating their lectures to the political situation in West Germany. Item 13 suggests that class discussions were not extremely useful for understanding current events in Germany. Students did, however, believe discussions were fairly useful in increasing their understanding of the nation's political development (item 14). Item 15 reveals they believed that readings contained sufficient information for them to gain a basic understanding of the political situation in Germany.

Items 16 and 17 were designed to assess to what degree assignments and evaluations encouraged respondents' exploration of the German political culture. Only one student had a class where she thought the assignments encouraged first hand experience of the political culture. She explained "using information from German newspapers in assignments was encouraged." All other students responded to this item (16), with a 1 or 2, generating the lowest mean score in this chart. The author notes that some commented that they experienced the political culture of Germany first hand in a

variety of ways (living with German students, political rallies, newspapers) on their own initiative. Students did indicate, however, that information obtained outside of class could sometimes be used in evaluations, principally in answering essay questions (item 17).

Chart G6

Affective Qualities of Study Abroad

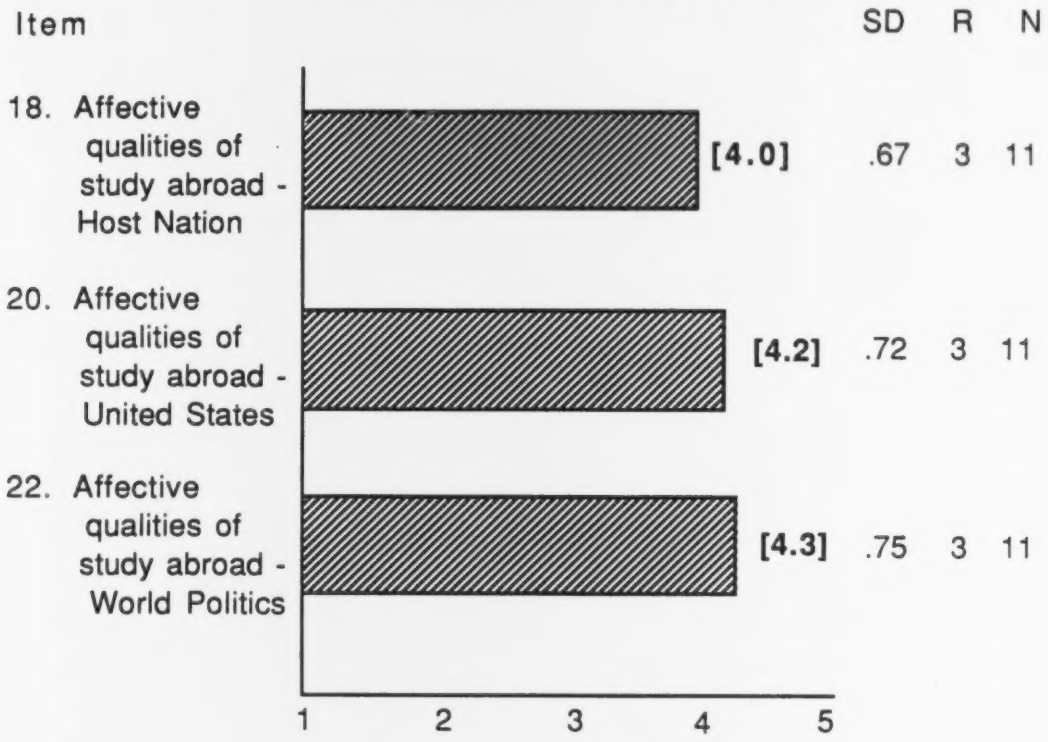

Chart G6 reports the affective qualities of study abroad on students' perceptions of Germany, the United States, and World Politics. These items generated consistently high mean scores from students at each host university. Mean scores were 4.0 or above (on a 5-point scale) for each of these three items at all four universities abroad. The 4.0 mean generated by item 18 indicates that students' outlook on Germany were affected considerably by their study there. The following item requested that students explain their answer, and in the author's opinion, they were quite candid when doing so.

All said they had learned a lot about many aspects of Germany and its people, as well as having acquired a great deal of personal experience. Some stated they had known little about the nation and so learned a great deal rapidly. Others said that after their arrival, the stereotypical views they brought with them were gradually replaced with ones "based on reality, which is experience," as one student put it. One of those who considered herself well informed before arrival, contrasted the difference between "practical" knowledge she now possessed and the "factual and theoretical" knowledge she arrived with. Another stated he now had a "new viewpoint based on experience." Two students mentioned they were impressed by the Germans' knowledge

of history and politics. Another stated he now understood how "socialism" works.

The author noted that students who had visited Germany previously were about as likely to say their study at Goettingen greatly affected their view of the country as those who had never been abroad before. In the case of those who had previously made extended visits to family in Germany, the university environment was sufficiently different to cause them to significantly reassess their views of the nation and its people.

The item which measured the affective dimension of study abroad on students' thinking about the United States (item 20) received a slightly higher mean score than the preceding one concerning Germany. Many participants explained that they now had a much different perspective on the United States' role in the world (item 21). Some said they were now more critical of the US, and that this was partly a result of their realizing how much their country influences other nations. One woman, who was fluent in German and planning to go into the army, wrote, "I realized how much I take for granted; and how much the US exploits natural resources in other nations, only to benefit itself, yet always pretends its actions are for the benefit of everyone." Another noted that aspects of US society that "we consider good are

criticized abroad," she continued, "I see their point, but don't agree."

The author believes that many returnees from Goettingen would probably agree that "the German view of the US does not flatter," as one put it. This viewpoint was well illustrated by the interviewee who contrasted the German and American views of US history and expansion. He noted that factually they are quite similar, but are presented very differently. "We hear about Manifest Destiny" and "building a nation," he stated, while in Germany the process is viewed more as a colonial enterprise not too different from all the other ones.

Some participants said their studies abroad had given them a better understanding of the US political system, as well as a "point of comparison." One stated that her "US Political System" class had left her with a "more positive outlook on the US" than she previously held.

Many interviewees mentioned the important role the news media played in shaping their views of the US and of world politics (item 23). One student said, "its almost possible to learn more about the US from the German media than from its US counterpart." Several students mentioned that news has a more international focus in Germany. One added, "International news is not on page 20." Another wrote, "I came to realize the dominant and powerful role the US plays in

international politics, something which one takes for granted and is conditioned to when living in the US." Upon the author's inquiry, she elaborated, "Almost any crisis, almost anywhere in the world, is covered by the US media, and almost always an underlying theme is 'what will the US do about this?' We are so conditioned to this mode of thinking by the media, we don't really consider the unique position we are in. While I was in Germany, I came to realize that Germans and people all over the world are getting this same message, constantly being informed of US influence and power. We at home don't realize how much actions of the US government affect people's lives in other lands."

One student from UCLA said he now had a much greater understanding of world politics and appreciated how "events in Germany can effect my life in Los Angeles." He added, "Of course, we've always been taught this, but it seems so abstract until you live abroad. Now I really believe in and understand interdependence."

Chart G7

Importance of Political Science Courses in Affective Qualities of Study Abroad

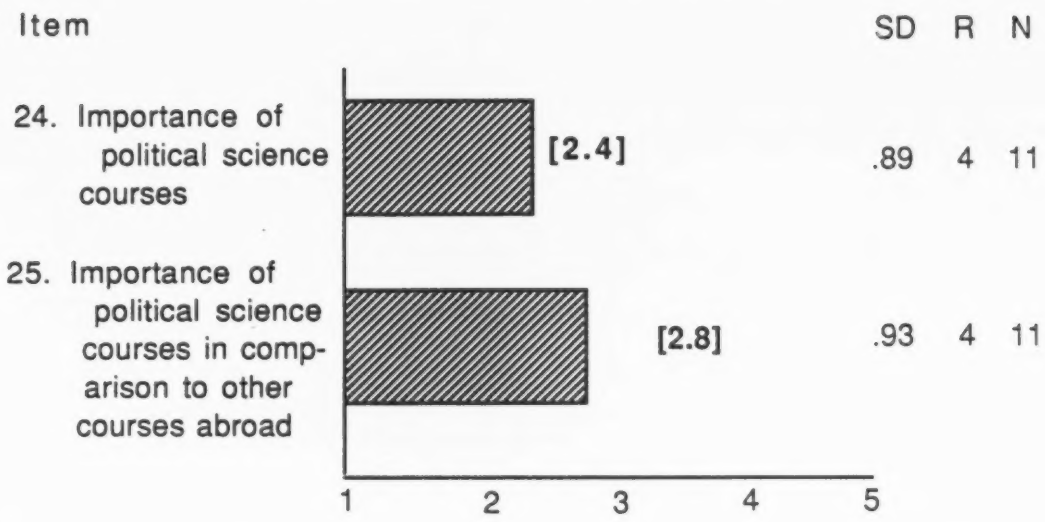

Chart G7 assessed how important political science classes were in affecting respondents' views on politics. This was measured by two related items. Item 24 asked participants to evaluate how important political science classes were in influencing their views, while item 25 asked how important political science classes were in affecting their views compared to other classes they took while abroad. Responses to item 24 revealed that political science courses were somewhat important in influencing the affective changes that took place abroad. The mean score for item 25 reveals that, as an

aggregate, students considered political science courses slightly less influential than other courses they took while abroad. One who commented on item 24 said, "Conversations with people and travel are most important." Another remarked, in regard to item 25, "Politics seem to derive from culture; my classes were not as important as my own cross-cultural experiences." The final item on the survey invited interviewees to comment on their overall experience abroad, or on the survey. Most chose to do so and pronounced the experience "very worthwhile," as one put it. Quite a few said they would encourage other students to study abroad. Other comments included "Rounded out my education" and "I gained a perspective that I can honestly say I would never would have developed if I had stayed home." Another said, "I feel that studying abroad is definitely a worthwhile experience . . . in order to open the eyes of many naive Americans." In the context of the interview, it seemed to the author that this student was referring to herself. This interviewee also said that she first began reading newspapers regularly while abroad, and continued this habit since returning because she now felt a greater "need to know." Another expressed a similar sentiment, saying, "I now have more information, so I can better relate to events abroad; hence, I am more interested in them." One said his study abroad "heightened my interest in world affairs and

helped me to develop a career objective — the US Foreign Service."

Chapter 6: Results: Grenoble

Eight students who attended the University at Grenoble were interviewed for this survey. Five of these were majoring in political science or international relations. The main field of two others was economics, and one was specializing in communication studies and international business. Three also had French as their minor emphasis or were majoring in French in addition to one of the above-mentioned subjects. Six had junior-class standing while they were abroad; the other two were seniors during their sojourn. Five of the students interviewed were women. (See page 34 for a brief description of the EAP's program in Grenoble).

Four participants gave a negative response to item 2, indicating they had never been abroad before their year in EAP. Of the other four students, three had traveled in France before, while one's foreign experience was in Mexico and Costa Rica. None reported any previous involvement in study abroad.

Chart F1

Language Comprehension within Political Science

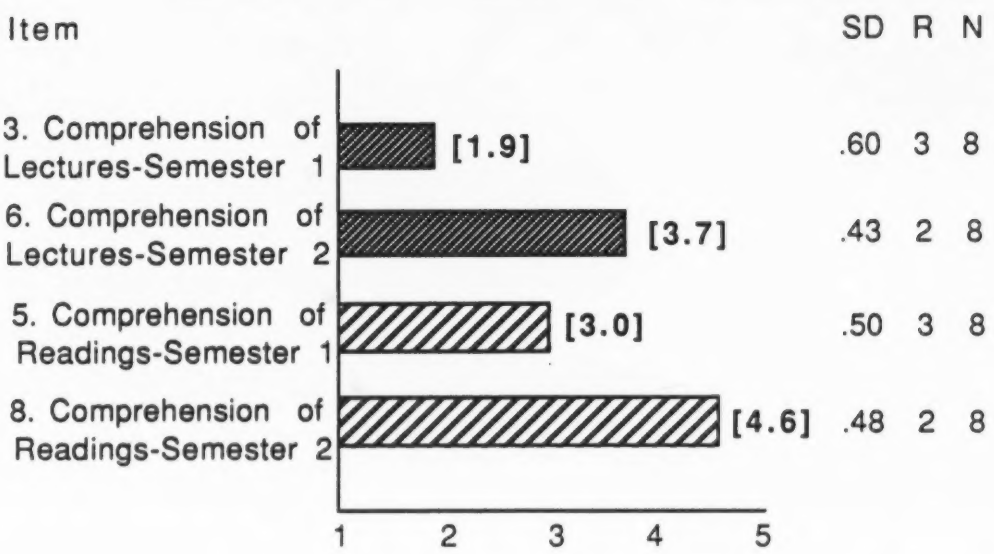

Chart F1 consists of items that reported students' impression of their comprehension of the French language in both lectures and readings during the first and second parts of the year abroad. Participants' perception of their comprehension in both areas increased considerably during the year. Item 8 shows that, as an aggregate, most said they "seldom or never had difficulties" understanding political science readings during the second semester abroad. The 3.7 mean generated by item 6 reveals that, overall, students

believed that their comprehension of lectures during the second semester was somewhat better than "adequate." This contrasts with the respondents' assessment of their own abilities during the first semester, which generated a mean score of 1.9, indicating that most had considerable difficulties understanding lectures at the beginning of their study in Grenoble. In fact, only one chose the middle (adequate) point on the scale in response to this item; all others believed their understanding was less than adequate. Two gave item 3 a rating of 1, indicating they "had a lot of difficulties." One person elaborated, saying, "I could understand the lecturers, but they spoke too fast for me to take notes. It was difficult." Comments on these items, as well as the range and coefficients generated, convinced the author that this chart provides a clear and readily discernable picture of students' judgements of their language abilities as they relate to the discipline of political science.

Chart F2

Percent of Readings in French

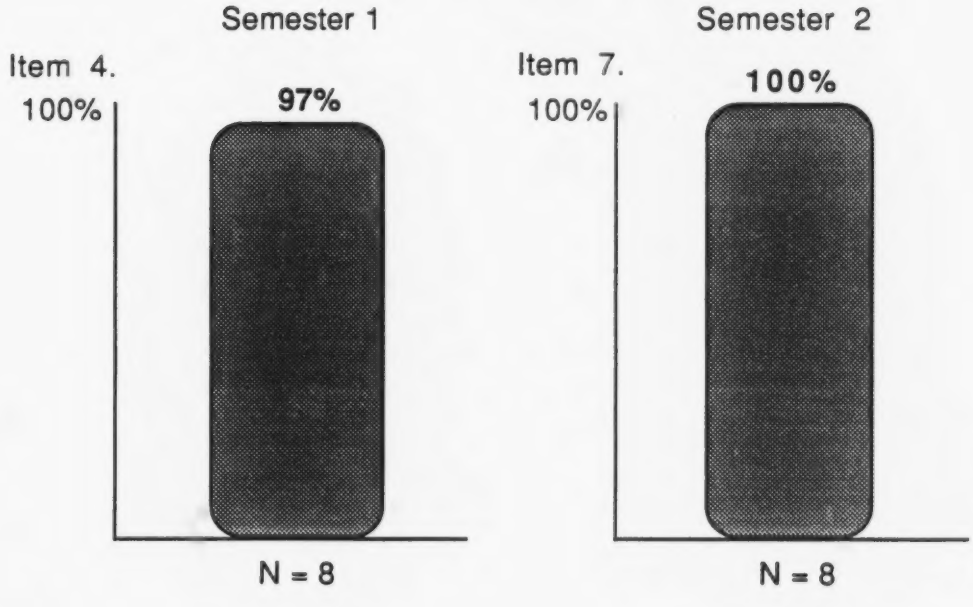

Chart F2 shows that virtually all political science readings were in French during both halves of the academic year. The 3% of readings in English were generated by one student who estimated 20% of her political science readings were in English. This probably has something to do with the fact that one of her classes was "United States Political System."

Chart F3

Effectiveness of Political Science Courses in providing:

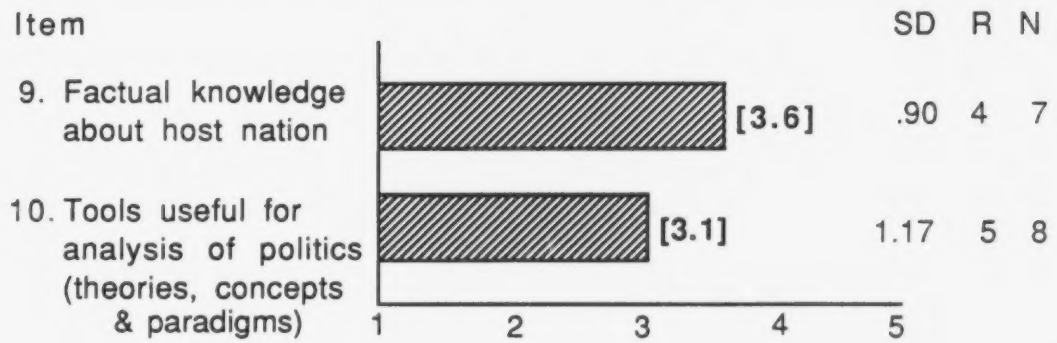

Chart F3 measures how effective students judged political science classes at Grenoble in two general areas. These are: providing factual knowledge about politics in France and providing tools useful for analysis of politics. Respondents believed their courses were fairly effective in both areas. The high standard deviations and ranges are to be expected in response to these items since participants were enrolled in variety of courses. Thus, the coefficients generated can only be considered as an aggregate of persons interviewed.

Chart F4

Item 11. Classtime Spent in :

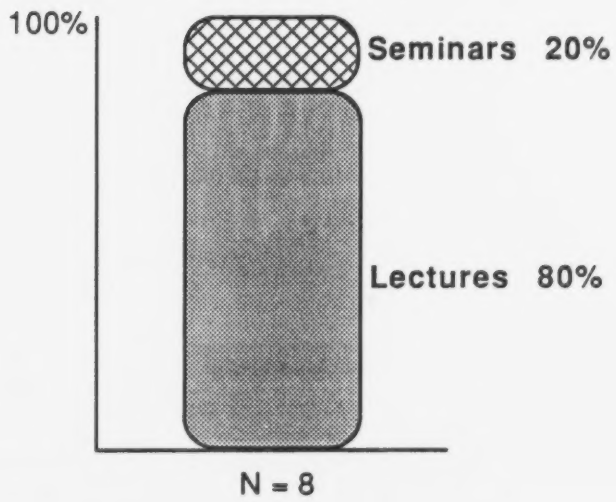

Chart F4 was generated by students' estimation of what percentage of time (as an aggregate) in political science classes was spent listening to lectures or in seminar/discussion settings. Although they took a variety of classes, all but one estimated that lectures comprised over 50% of classtime. It should be noted here that most UC students at Grenoble attended tutorials which complemented their regular classes.

Tutorials were usually conductes as seminars and instruction was always in French. Participants were, however, asked to consider only the time spent in the "regular" classes

directed by professors when answering this item. One at Grenoble remarked that tutorials were "very helpful."

Chart F5

Specific Aspects of Political Science Instruction Abroad

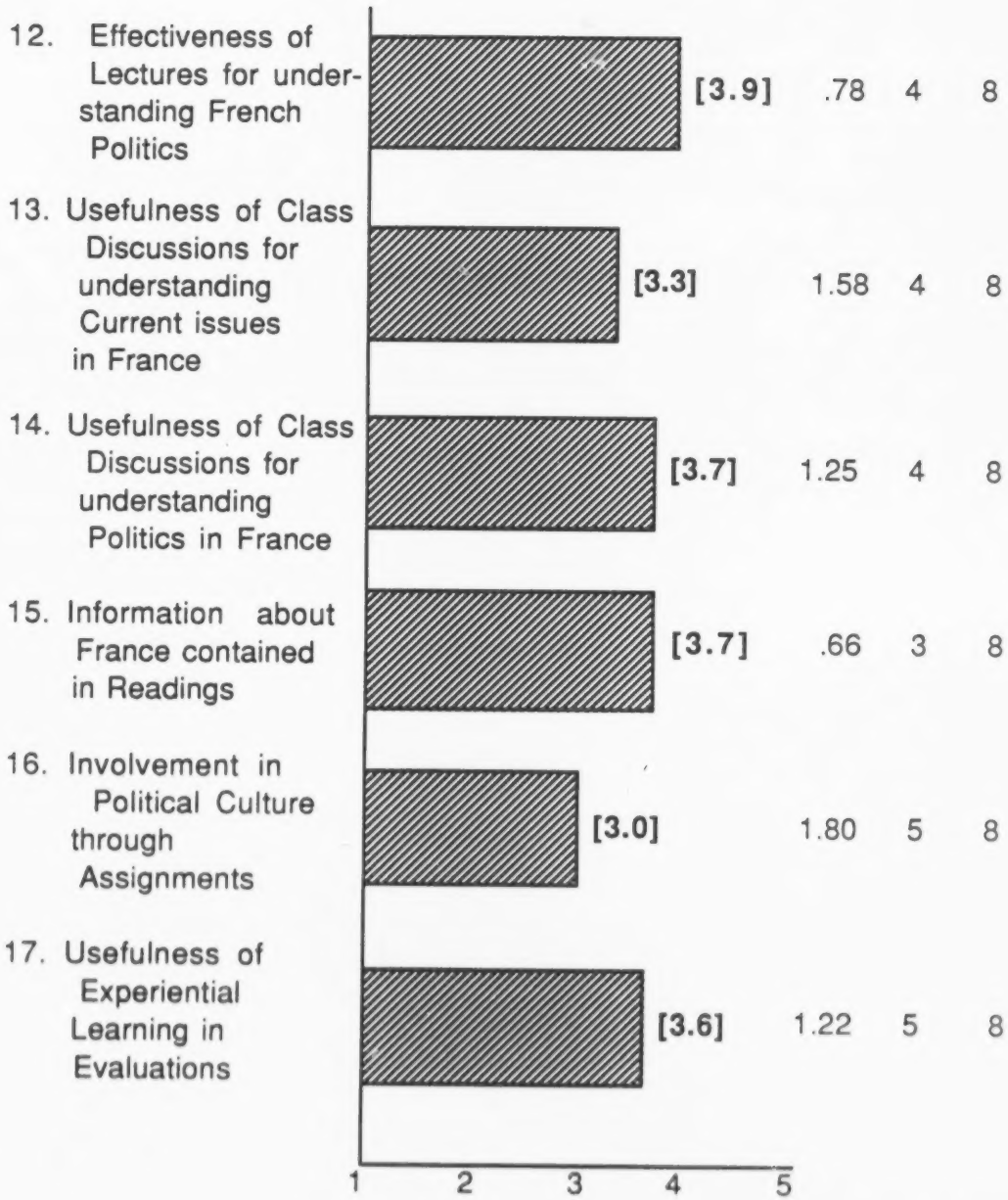

Chart F5 reports responses to items which asked participants to assess specific aspects of political science instruction at Grenoble. The high deviations generated by most items was expected, since those interviewed were assessing different classes when they answered these questions. Item 12 generated the highest mean score of any item in this chart. This indicates that, as an aggregate, respondents believed instructors were fairly effective to very effective at relating their lectures to France's political situation. Items 13 and 14 indicated that they also believed that class discussions were fairly useful for understanding current issues and the nation's political situation. (However, the percentage of classtime spent in discussions was small). All believed that readings contained sufficient information for them to understand the political situation in France (item 15). This item generated the lowest range and standard deviation of any in this chart. Items 16 and 17 were designed to assess to what degree assignments and evaluations encouraged participants exploration of France's political culture. Students thought that assignments "somewhat" encouraged their exploration of French political culture. Most, however, believed that there was ample opportunity to use information obtained outside of class in evaluations. One said it would

have been impossible to perform well on evaluations without referring to outside material.

Chart F6

Affective Qualities of Study Abroad

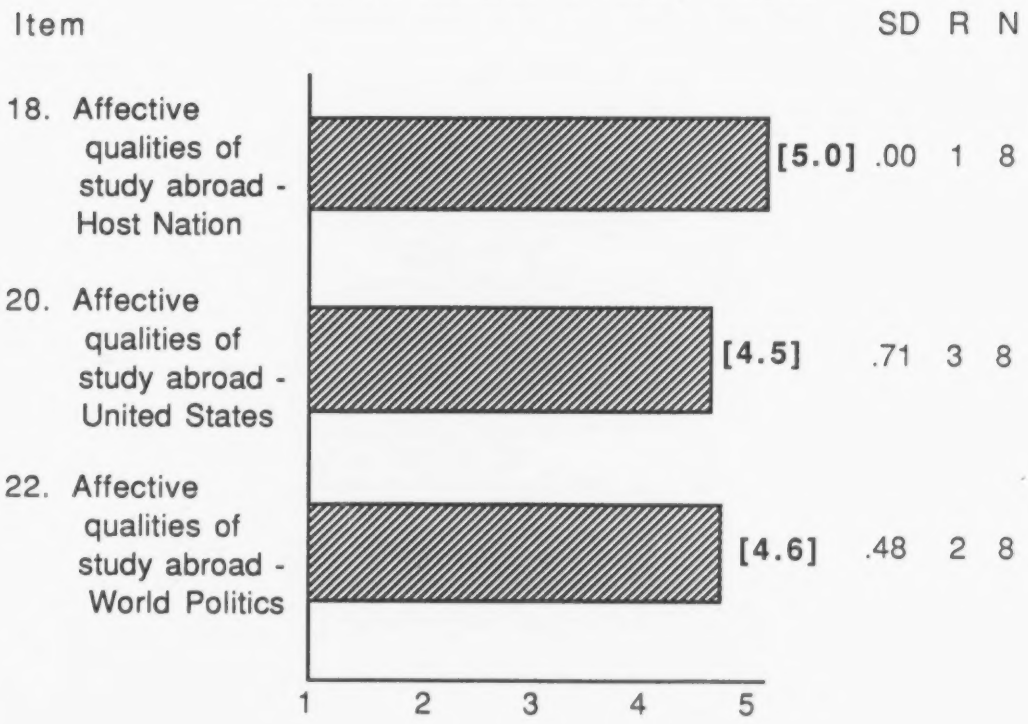
Item
SD R N
18. Affective qualities of study abroad - Host Nation
[5.0] .00 1 8
20. Affective qualities of study abroad - United States
[4.5] .71 3 8
22. Affective qualities of study abroad - World Politics
[4.6] .48 2 8
1 2 3 4 5

Chart F6 reports the affective qualities of study abroad on students' perceptions of France, the United States, and World Politics. All participants from Grenoble gave item 18 the highest rating possible, indicating that their perceptions of

France were greatly affected by their study there. The following item requested that they explain their answers, most did so quite candidly. Respondents said they had learned a lot about many aspects of France and its people, as well as having acquired a great deal of personal experience. Some said they had known very little about France before their arrival; one even described herself at that time as "clueless." Another no longer viewed France as somehow being "romantic"; she now realized it was full of "real people." Others expressed the idea that they now understood the "French psyche" including one who stated "I realized why they do what they do," but quickly added "in a general sense." One participant observed that politically the French are "hyperactive" and that politics are "the topic of conversation." In addition, she commented that most French are "extremely opinionated", but conceded "they have facts to back up their opinions."

The item which measured the affective dimension of study abroad on students thinking about the United States (item 20) also generated a high mean score. Some explained in the following item that the "superpower status" of the US was really 'drilled in" while abroad. More than one mentioned the importance of the media in this process and the affect of hearing about US events daily while in France. Many would

probably agree with the woman who said she realized how "provincial" the world view of many of their fellow citizens was. Others added that they, too, now believed many of opinions they held previously were rather simplistic. Many stated, in one way or another, that they were now more critical of the role the US plays internationally, while others said they really did not understand or appreciate the "important role" played by the US until they studied abroad. One remarked facetiously that she had learned the "unbiased" side of what is going on in the US while in France, but implied this new perspective was in fact a different bias. Two said they had acquired a greater appreciation for the American people. One of these mentioned the "genuine warmth of most Americans." Another stated that "we have a greater toleration of minorities and of differing points of view." This student commented at length on this perception in regard to the rise (while she was there) of the French politician Jean-Marie Le Pen. Le Pen's appeal, according to this student, was based solely on his ability to incorporate racism into his political ideas.

Item 23 asked participants how their study abroad affected their view of world politics, while item 24 requested that they explain their answers. When explaining their answers, they often quite appropriately referred to their

previous responses. Many were inclined to continue their explanation of how they viewed the US role in world politics. One stated that her increased understanding of the US role in the world had made her "more conservative" in regard to the arms race. Another mentioned that his sojourn abroad convinced him that the United States spends too much money trying to influence other nations, and said, in regard to the NATO commitment, "US support for Europe should be curtailed."

Most said they now realized how profoundly politics and economics in the United States influence other nations. Many of these same students, however, said they now had a better understanding of how interdependent the world is and how events abroad are felt at home. One stated that "interdependence is not stressed enough in the US media and educational system." Comments made by others convinced the author that this view was shared by most EAP participants at Grenoble. One said her study abroad had made her aware of "political interactions that few Americans are aware of." Another who previously had "hated politics" elaborated on the profoundly different nature of politics for students in the US and Europe. "In the US you're either interested in politics, or you're not. Abroad, from day one, I realized I <u>needed</u> to know about politics. It was a part of everything. I felt I had to

catch-up, to learn as much as possible, just so I could have a conversation with a stranger without offending them, or appearing to be a know-nothing.

Chart F7

Importance of Political Science Courses in Affective Qualities of Study Abroad

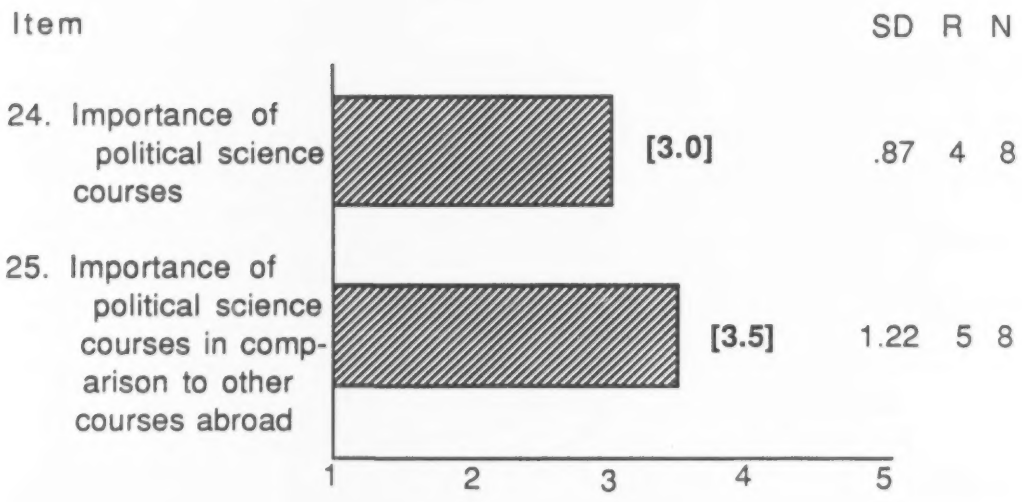

Chart F7 assessed how important political science classes were in affecting respondents' views on politics. This was measured by two related items. Item 24 asked students to evaluate how important political science classes were in influencing their views, while item 25 asked how important political science classes were in affecting their views compared to other classes they took while abroad. The 3.0 mean score

registered by item 24 is precisely in the middle of the scale, indicating that most believed political science classes were "somewhat important" in influencing the affective changes that took place abroad. The mean score for item 25 reveals that, as an aggregate, those interviewed considered political science courses slightly more influential than other courses they took while abroad, though their responses to this item varied considerably from one person to another.

The final item on the survey invited participants to comment on their overall experience abroad, or on the survey. Five from Grenoble chose to comment at length on item 26. Each focused their comments on different aspects of their experience abroad. All, however, believed the experience was "very worthwhile," as one put it. Other remarks labeled the experience "very broadening" and "something I will refer to and remember favorably all my life." Another noted that one cannot really assess the affective dimension of study abroad until sometime after returning home. She explained, quite vividly, "I never realized while I was abroad that I would later look back on those times as a sort of globe of knowledge with dangling nerve-endings of experience." The author was pleased that one woman responded "going through this interview reminded me of what and how much I learned over there." A political science major stated that "In political

science, study abroad is imperative and should be a requirement for graduation."

One person also contrasted university education in France and the United States. She noted that French students select a major and then have very few choices when selecting their courses. Education in France, she said, is meant to result in a "finished product." The US university allows a more "open" or "liberal" education.

Students who attended Grenoble seemed to believe that they were attending the most difficult EAP host university in France, or, in one case, the most difficult EAP program anywhere. More than one claimed the political science department at Grenoble was, after Paris, the second most distinguished one in France. Some stated that they had to work hard throughout their time in France, and often earned lower grades than they would have received on their UC campus. One commented, "the first semester was pretty much of a disaster. It takes time to master not only the language, but the methods of teaching, learning, and succeeding. I would have hoped this would have been taken into account when deciding grades." During the course of the interviews, those from Grenoble did manage to convince the author that their program was the most difficult of the four examined in this paper.

Chapter 7: Results: Jerusalem

Ten students who attended the Hebrew University in Jerusalem were interviewed for this survey. Five of these were earning a degree in political science or international relations. Others' majors were in architecture, communication, economics, psychology and religious studies. Seven went abroad as juniors, while three had senior-class standing while they were in Israel. Six students were men. UC Berkeley provided six of the interviewees, as well as more than a third of the total EAP participants at Hebrew University in 1987/88. Nine particiants were of the Jewish heritage. (See page 34 for a description of the EAP's program in Jerusalem).

Item 2 revealed that only two of the ten respondents had never been abroad before. One said his foreign experience was in the Philippines. All the others had previously spent over a month in Israel. Two were born there, and others wrote that they had spent considerable time in the nation while growing up. However, none interviewed had lived in the nation recently.

Chart J1

Language Comprehension within Political Science

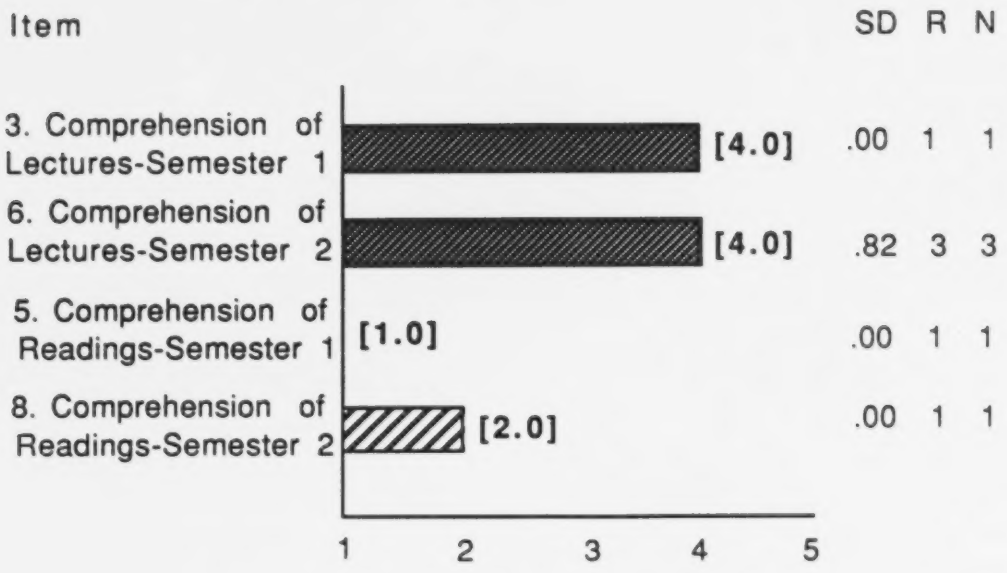

Chart J1 consists of items that report students' impression of their comprehension of the Hebrew language in both lectures and readings during the first and second parts of the year abroad. Because most participants took the majority of their classes in the Rothberg School for Overseas Students, few received instruction or readings in Hebrew. Those who did take courses utilizing Hebrew were ones who took regular courses at Hebrew University.

Chart J2

Percent of Readings in English and Hebrew

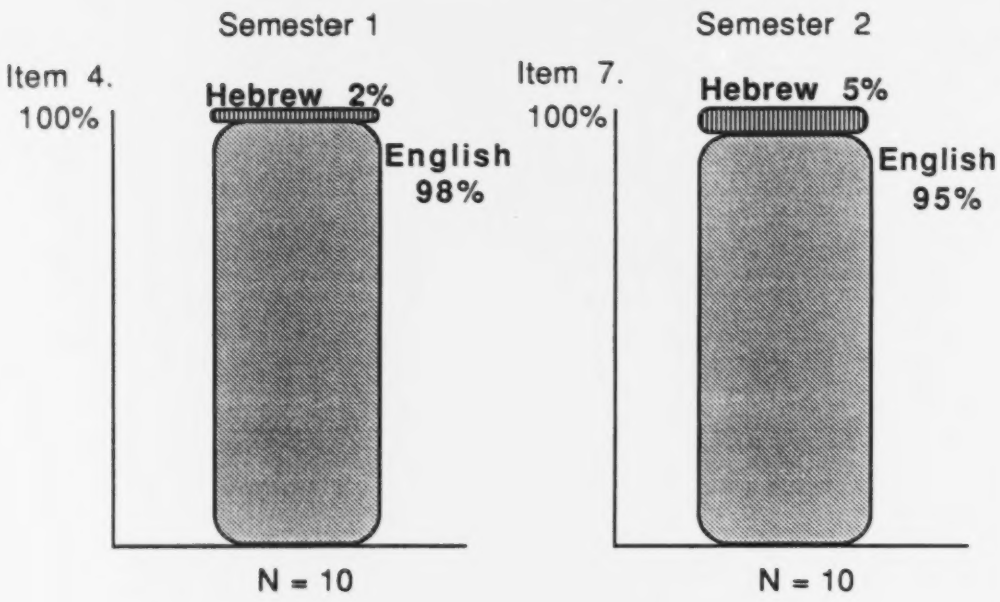

Chart J2 reports the percentage of political science readings in English, during both the first and second halves of the year abroad. The vast majority of readings were in English. One respondent noted that few of the Americans arrived with a sufficient reading knowledge of the language. Students in the Rothberg School are required to continue their study of Hebrew throughout the academic year. Some informed the author that improving their Hebrew was one of

their goals in coming to Israel. Most thought their command of the language had improved considerably.

Chart J3

Effectiveness of Political Science Courses in providing:

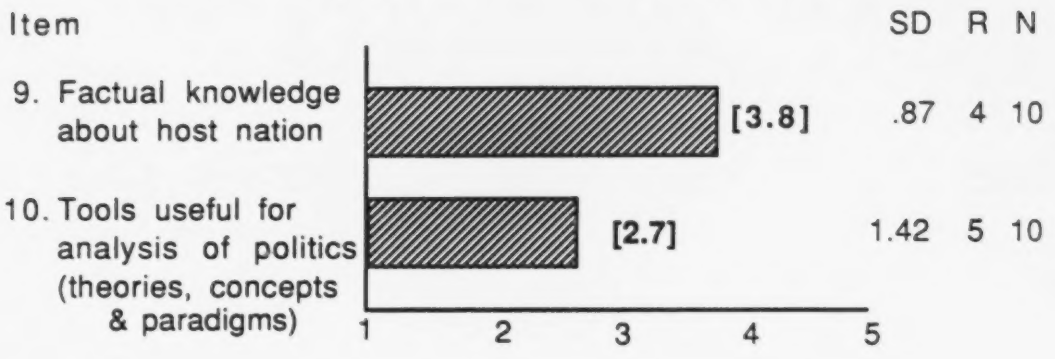

Chart J3 measures how effective respondents judged political science classes at Jerusalem in two general areas. These are: providing factual knowledge about politics in Israel and the Middle East, and providing tools useful for analysis of politics. Students at Jerusalem believed that their courses were fairly effective in both areas, though theoretical concepts were not emphasized (items 9 and 10). One student remarked, "In Israel, everything is history." It seemed to the author that other interviewees experienced this feeling to a greater or lesser degree. In addition, the historical and societal

environment of Jerusalem seemed to affect students a great deal. Most would probably agree with their peer who noted, "the really important learning in Israel takes place outside of class."

A few respondents stated they were somewhat dissatisfied with the academic program in Jerusalem. One termed academics at the Rothberg School "a joke." Throughout the Jerusalem interviews many participants seemed to have an awareness and a keen interest in what other students had told the author. Some seemed to know that others had a very critical assessment of the studies at Hebrew University and sought to counter the negative view they believed others were presenting. A women critizing the University and a man defending it both focused on the Israeli students. The woman, who took a regular class at the Hebrew University, stated "In my international law class, attendance at a discussion session was required, this was a complete waste of time because the Israelis never read the cases." She continued, "Because they have to complete their military service before entering the university, Israeli students are usually in their mid-20's, have families, and go home on weekends. Professors understand this and plan their classes accordingly." She went on to state that the Palestinian uprising or "Intifada," began while she was in Israel. Because of this the time veterans must serve in the

reserves was increased from one month to two months per year. This further eroded academic quality, since, in her opinion, professors had to cater to the needs of these student veterans. The man concurred with most of this assessment, but viewed the Israeli students and their "life experiences" in a positive light. As he put it, "Israelis are realists and not idealists." The views presented by the woman were considerably more critical than those of any of the other participants.

Chart J4

Item 11. Classtime Spent in :

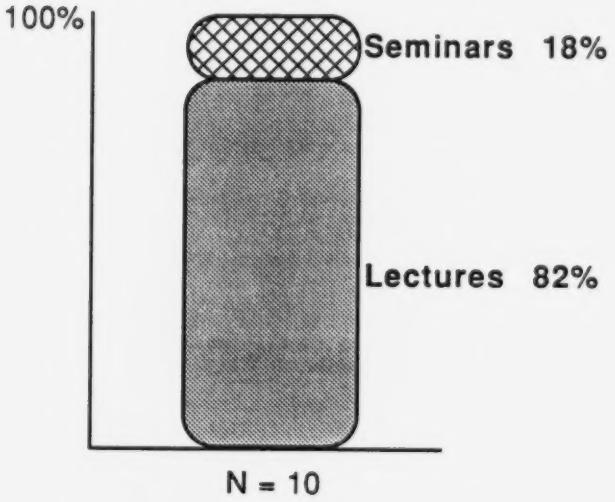

Chart J4 was generated by students' estimation of what percentage of time was spent (as an aggregate) in political science classes listening to lectures or in seminar/discussion settings. All indicated they spent the majority of their classtime in lecture settings (82%). Some said their classes were exclusively lectures. All respondents had taken more than one class.

Chart J5

Specific Aspects of Political Science Instruction Abroad

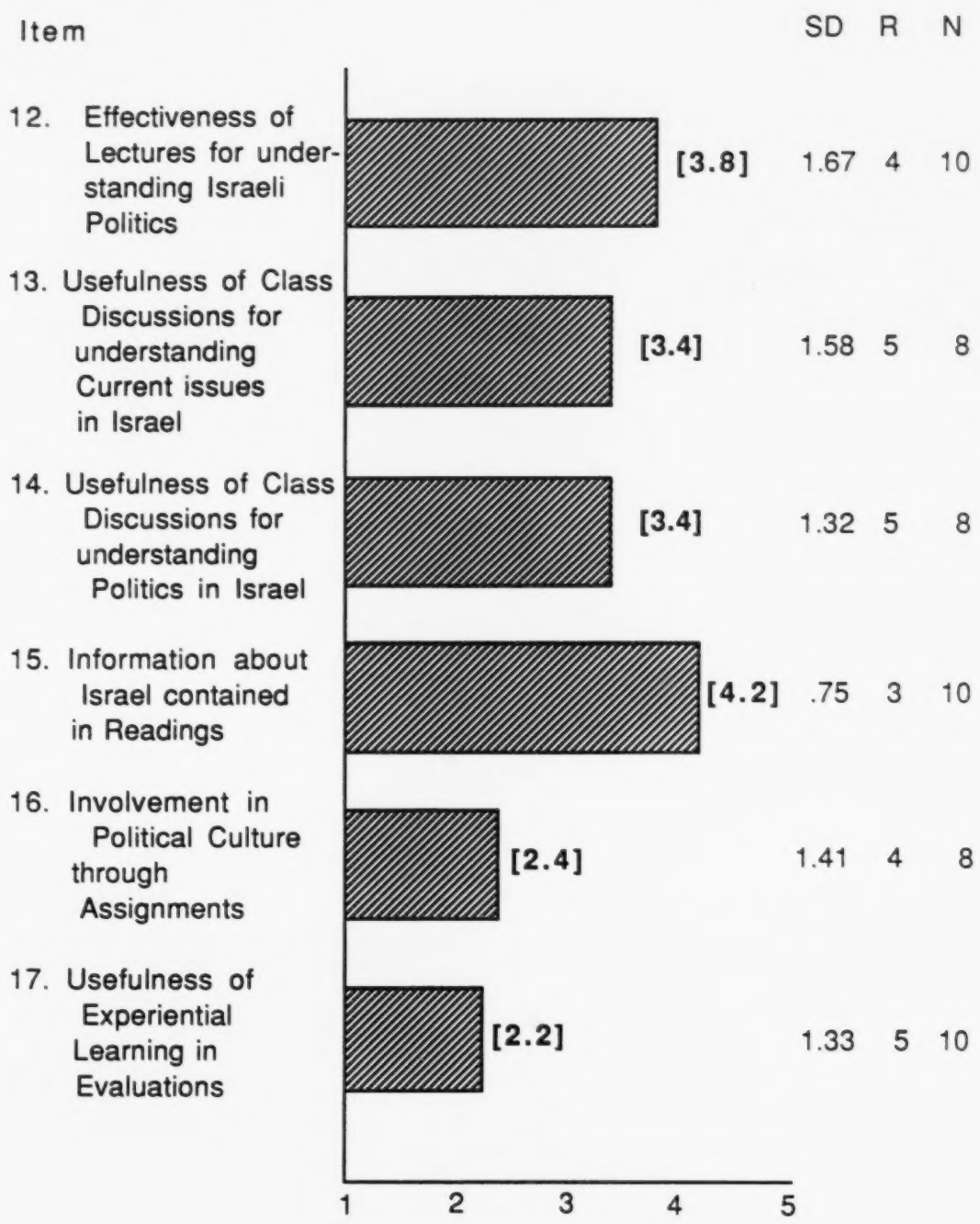
Item
SD R N
12. Effectiveness of Lectures for understanding Israeli Politics
[3.8] 1.67 4 10
13. Usefulness of Class Discussions for understanding Current issues in Israel
[3.4] 1.58 5 8
14. Usefulness of Class Discussions for understanding Politics in Israel
[3.4] 1.32 5 8
15. Information about Israel contained in Readings
[4.2] .75 3 10
16. Involvement in Political Culture through Assignments
[2.4] 1.41 4 8
17. Usefulness of Experiential Learning in Evaluations
[2.2] 1.33 5 10
1 2 3 4 5

Chart J5 reports responses to items which asked students to assess specific aspects of political science instruction at Jerusalem. Responses varied considerably for many items in this chart. Overall, participants believed courses were adequate in most of the aspects measured. The items designed to measure if assignments and evaluations encouraged exploration of Israel's political culture (16 and 17) received comparatively low mean scores. Students' comments, however, convinced the author that most felt they had learned a great deal about Israel and Middle Eastern politics, and that much if not most of this learning was experiential. The author believes that participants from Israel probably experienced the nation's political culture to a greater degree than those at other host universities in this survey. This impression was strenghthened by one who said, "Politics and history permeate everything in Israel to a degree that I could not have imagined while in the US. I actually begin to see the political implications of everything." Another said, "There is an aspect of education that comes to be de-emphasized by the method of instruction here at Berkeley. This aspect is experience. I developed a richer understanding by interacting and studying in a different environment."

Chart J6

Affective Qualities of Study Abroad

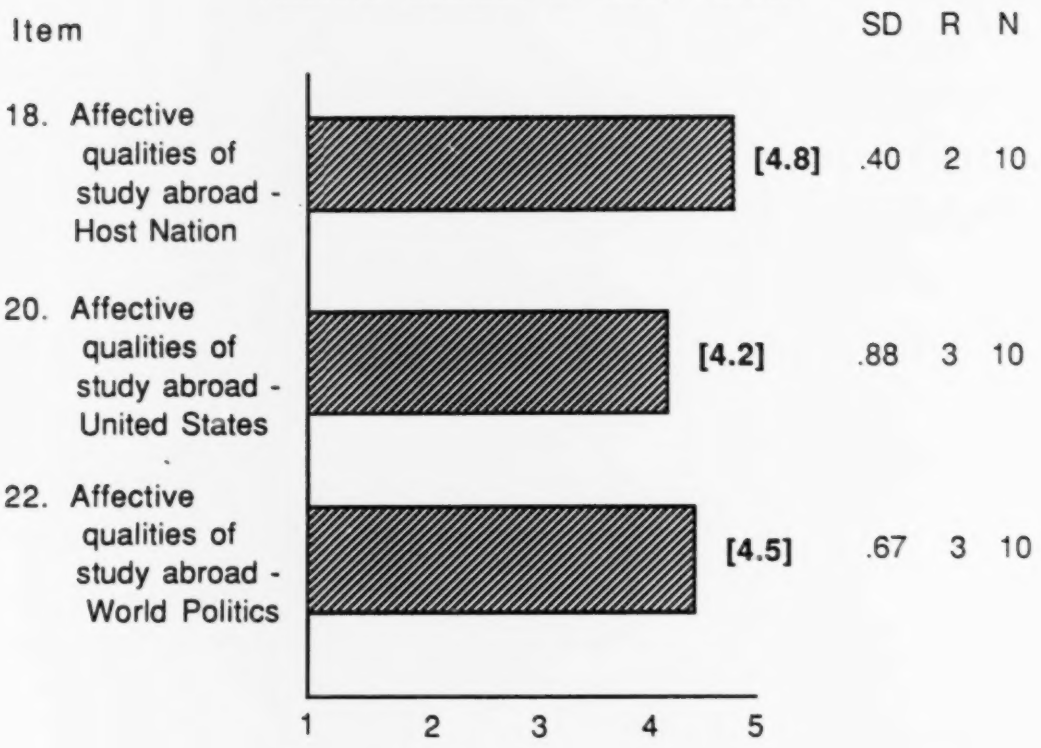
Item
SD R N
18. Affective qualities of study abroad - Host Nation
[4.8] .40 2 10
20. Affective qualities of study abroad - United States
[4.2] .88 3 10
22. Affective qualities of study abroad - World Politics
[4.5] .67 3 10
1 2 3 4 5

Chart J6 reports the affective qualities of study abroad on participants' perceptions of Israel, the United States, and World Politics. When interpreting results from Jerusalem, it is useful to note the majority of students interviewed were Jewish; and identified with the host nation to a greater degree than students at other host universities in this study.

Participants from Jerusalem generated a mean score of 4.8 in response to item 18, indicating their views of the nation were greatly affected by their EAP experience there. In item 19 students explained and elaborated on their answers. Like those at other host universities, many said they gained a great deal of knowledge and developed a view of Israel based on experience. In addition, some felt their self identities (as Jews) were considerably strenghthened by their time in the nation. A few students' images of the country were called into question in ways that forced them to reassess their ideas. One wrote in response to item 19, "My idealism about Israel was shattered." Another with a background in biblical studies stated, " 'Israel is not a light unto the nations.' It is not an example to other countries." A woman who was born in Israel and familiar with the nation wrote, "living there was different than looking in from abroad. I became more familiar with the good aspects . . . as well as the bad . . . which are easily overlooked when one is looking in from the States." One participant, who evidentially wished to counter the negative remarks he assumed the author had heard from some of the others said, "A lot of complaints are really centered on the lower standard of living and inefficiency of other nations." This returnee also speculated that some of the students who were most critical had spent little time outside of the US, and

would have been highly critical of any nation that was not up to the standards they were accustomed to.

Most respondents, however, felt increased ties to, and greater appreciation for Israel. Two stated simply that they were "more pro-Israel." Quite a few said they came to appreciate the Israelis "sense of belonging" as one put it. Some said they came to see that some of their values were more in tune with those of Israel than of the United States. One compared life in Israel to life in the US and termed Israel more "real." Another noted the importance of historical and cultural "context," and also stated that this context can only truly be acquired by living in the nation. Still another said his experience "increased my understanding and subsequent empathy for the nation." He continued, "It affected my views of my role as a citizen. I am first a Jew and second an American."

Participants also said their view of the United States (items 20 and 21) was affected considerably by their studies in Jerusalem. Most said the added perspective gained from foreign study enabled them to understand the US in a deeper and more objective way. Their experiences in Israel gave them a "standard for comparison" for understanding both American society and the system of government. Two said their pre-existing stereotypes of the US were reinforced. One

of these stereotypes was that Americans are less sincere and more materialistic than Israelis. Two others said they returned "with a more positive view of the US" or were now "more patriotic." One pointed out that "The United States is a great leader among nations and an amazing political force throughout. Americans, however, tend to be egocentric and unaware of the impact, implications, and importance of their own actions." Another said she had become "much more critical of Americans who criticize other nations . . . but do not realize that American values do not work everywhere, especially in the Middle East, where the mentality is so different."

Returnees' perspectives of world politics were also greatly affected by their time abroad (items 22 and 23). Some said their awareness of world politics increased dramatically. One said he had a "clearer understanding of the international arena's limitations and significance." Another stated that her international law class "made me realize that nations only follow these laws when it is in their self-interest . . . power is the key to understanding world politics." Other comments included, "problems are complex, quick fixes won't do" and "talking to Israelis, Europeans and South Americans made me realize the different mentalities of people and countries. What people think makes them behave a certain way and their

nation have a certain policy." One said, "I feel money controls world politics much more than I ever was willing to admit."

Like others in this study, students at Jerusalem focused some of their comments on the role of the news media in interpreting and, to some extent, shaping world events. Unlike the experience of participants at other EAP host universities, however, a major news story broke soon after their arrival in the country and continued throughout the time they were in Israel. This was the series of riots and uprisings in the Israeli-occupied West bank and Gaza strip, an event that came to be called the "Intifada." Thus students' comments about the mass-communication media tended to mention these riots. One noted that "What was portrayed in the media was not necessarily the reality of the situation." It seemed to the author that all participants who commented on the situation would agree with this assessment. Two said they were "hard-liners when it came to the uprising" and that whatever measures were needed to suppress it should be used. One mentioned that he became, "more sympathetic to the idea of Israel as a nation under siege." He attributed part of this to the admittedly biased coverage of events on Israeli television. He noted that there was little or no footage of the IDF (Israeli Defense Forces) reactions to the riots. (A common criticism of US television coverage was that it tended to concentrate on IDF

Security Forces beating up unarmed Palestinians, but seldom showed the events that led up to the the protesters' capture). In conversation with the author, one participant noted how the same event can be interpreted in very different ways by different people. A young Palestinian throwing stones, when viewed by an American, is simply a foreign rioter. To many Israelis he represents a threat to their very life and their nation, while the youth's primary motivation may be simply to imitate his older brothers in what seems to be regarded as a positive action by the community he lives in. Overall, respondents from Jerusalem seemed to have an excellent understanding of the importance of thinking critically about the media's presentation of events.

Chart J7

Importance of Political Science Courses in Affective Qualities of Study Abroad

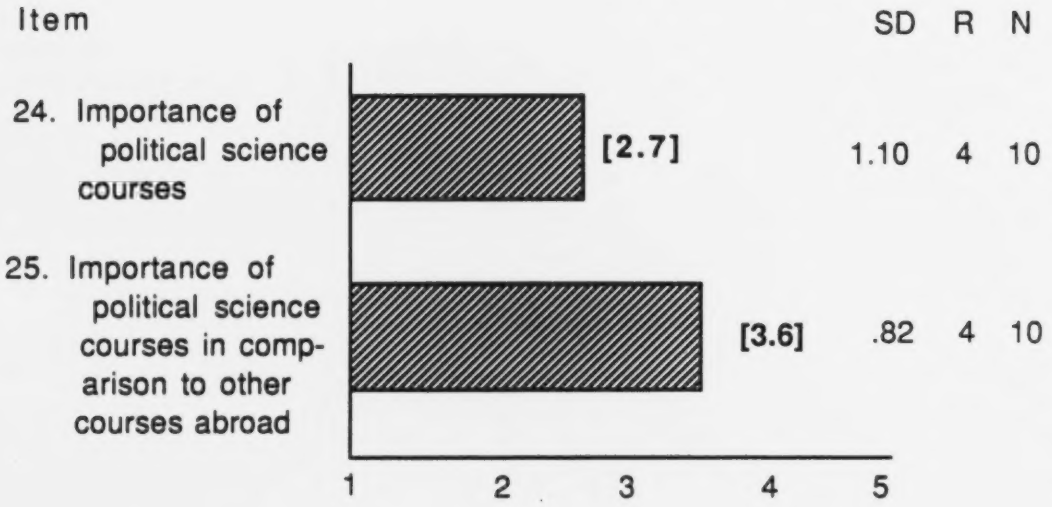

Chart J7 assessed how significantly political science classes at Jerusalem affected students' views on politics. This was assessed by two related items. Item 24 asked students to evaluate how important political science classes were in influencing their views, while item 25 asked how important political science classes were in affecting views compared to other classes they took while abroad. The mean score for item 24 revealed that political science courses were of some importance in influencing the affective changes that took place abroad. Responses to item 25 reveal that political science

courses were slightly more important than other classes in affecting perspectives while abroad. One student gave this item the highest rating possible, a five. He wrote "While I was abroad, external elements (riots, world attention and discussions) focused my attention on politics. Had these events not occurred while I was abroad, politics would not have been so important to my experience." Another said, "I had not studied political science before, so it was very influential; it was 'the truth!' " The responses generated by items 24 and 25 seemed to parallel other comments concerning the relative importance of academics and experience at Jerusalem.

The final item on the survey invited interviewees to comment on their overall experience abroad, or on the survey. Many of their comments concerned subjects discussed earlier in their interviews, and so have been reported under earlier items. Others reactions included:

> "I would encourage anyone interested to study in Israel."
>
> "I gained a wider perspective than I ever could have acquired at home."
>
> "If I had not lived there, my opinions concerning Israel would be different."
>
> "Invaluable"

Students at Jerusalem, like those at other host universities in this research, believed their study abroad was an important part of their education. In addition, the cultural and experiential aspects of their time at Hebrew University significantly affected their identities as Jews. These changes in perspective likely resulted from participants strong ties to the host nation; and the fact that respondents were in a country which probably contrasted more with the United States than those in Europe. The student who was most critical of the program (especially the academics) said, "It was definitely worth it, for the experience!"

Chapter 8: Results: Madrid

Ten students who attended the University at Madrid were interviewed for this study. Eight of these were majoring in political science or international relations. The other two were majoring in economics. Eight went to Spain as juniors, while two others had senior-class standing while abroad. Five of the interviewees were women. (See page 35 for a description of the EAP's program in Madrid).

Item 2 revealed that six participants had traveled abroad before. Four of these had previously been to Spain. One, whose parents were born in Spain, had spent considerable time in the nation. One student reported previous study abroad. This consisted of summers spent in both Japan and Brazil in the American Foreign Study program (AFS).

Half of those interviewed took the regular university's year-long course in "International Relations" taught by a professor named Calduch. Most students made favorable remarks about this class.

Chart M1

Language Comprehension within Political Science

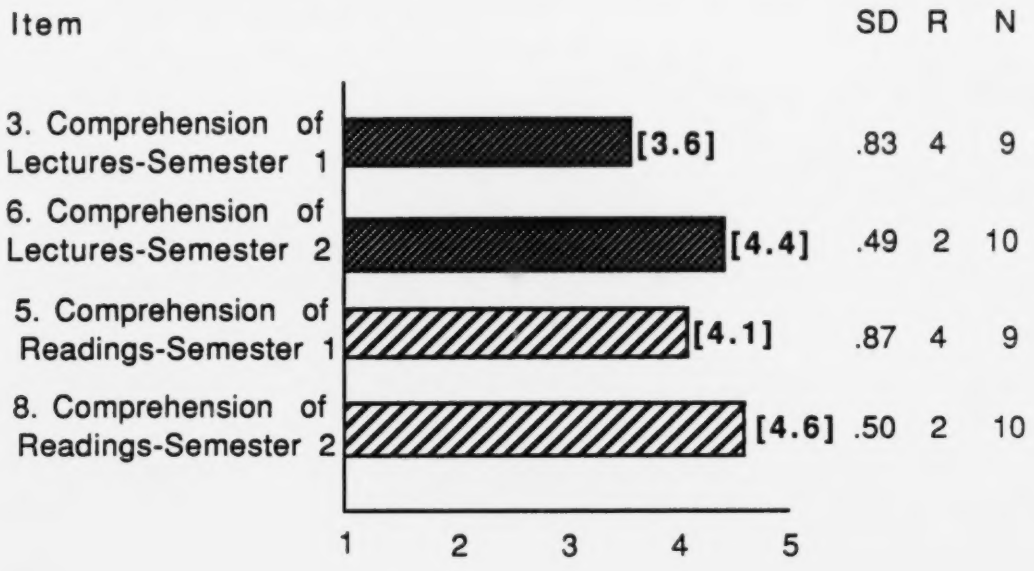
Item
SD R N
3. Comprehension of Lectures-Semester 1
[3.6] .83 4 9
6. Comprehension of Lectures-Semester 2
[4.4] .49 2 10
5. Comprehension of Readings-Semester 1
[4.1] .87 4 9
8. Comprehension of Readings-Semester 2
[4.6] .50 2 10
1 2 3 4 5

Chart M1 consists of items that report students' impression of their comprehension of the Spanish language in both lectures and readings during the first and second parts of the year abroad. Almost all interviewees took political science courses during the both semesters of the year abroad; thus information from both semesters is readily comparable. Respondents believed their comprehension of both lectures and readings were adequate or better during the first semester, and that their proficiency in both areas improved as the year progressed. The author believes this chart provides a

clear and accurate assessment of participants comprehension of the Spanish language within political science. In addition, the mean scores for Madrid are uniformly higher than those from other host universities from which samples of sufficient size could be obtained (Goettingen and Grenoble). A possible explanation of this may be that students from California have considerably greater opportunity to practice Spanish than they do French and German.

Chart M2

Percent of Readings in Spanish

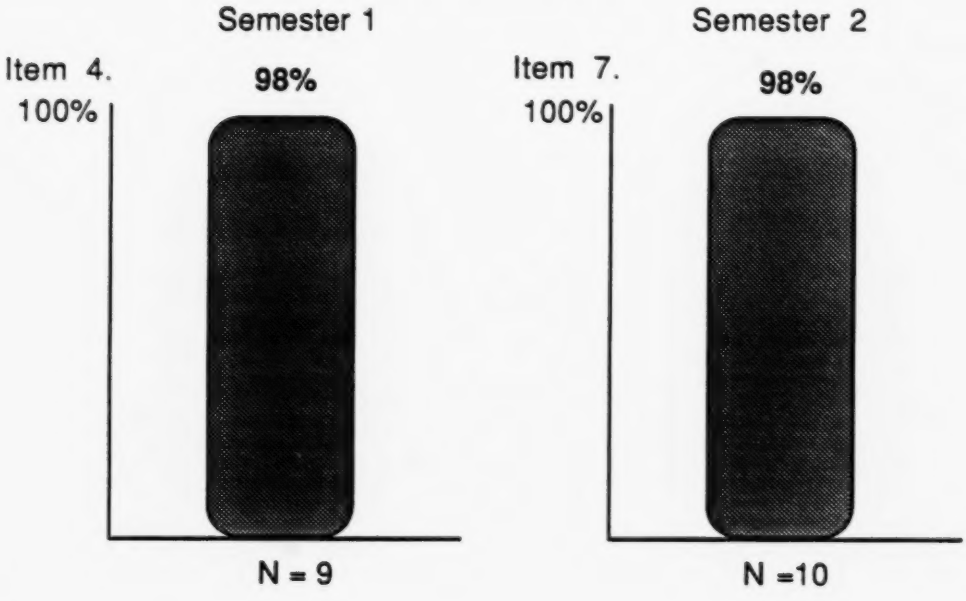

Chart M2 reports the percentage of political science readings in Spanish and English during both the first and second halves of the year abroad. The 2% of readings reported to be in English was generated by a student who reported 20% of his readings during both semesters were in English. Others in these same classes, however, reported that all readings were in Spanish.

Chart M3

Effectiveness of Political Science Courses in providing:

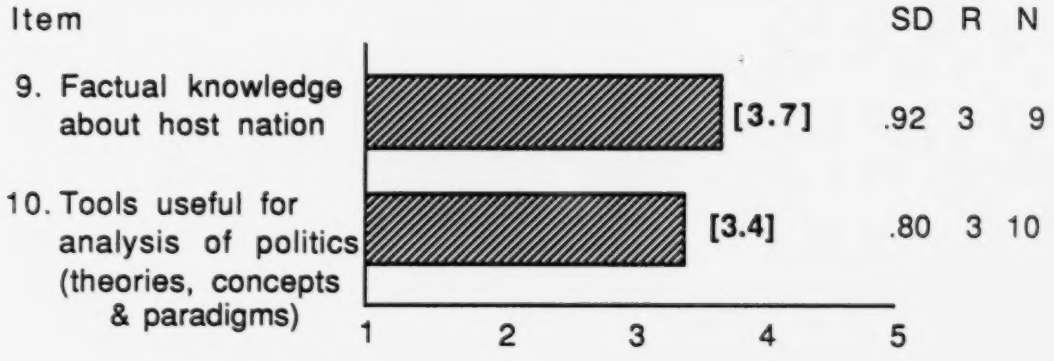

Chart M3 measures how effective respondents judged political science classes at Madrid in two general areas. These are: providing factual knowledge about politics in Spain and providing tools useful for analysis of politics. Participants at Madrid believed that their courses were fairly effective in

both areas. The slightly higher score generated by item 9 seemed to correspond to students' remarks. One woman remarked, "Here at UCLA, classes give you the facts and you are supposed to formulate some kind of reasonable analysis, and be able to defend it. While I would not go as far as to say that in Madrid you merely regerjitate the facts, there is less emphasis on providing your own analysis of what is presented in class."

Chart M4

Item 11. Classtime Spent in :

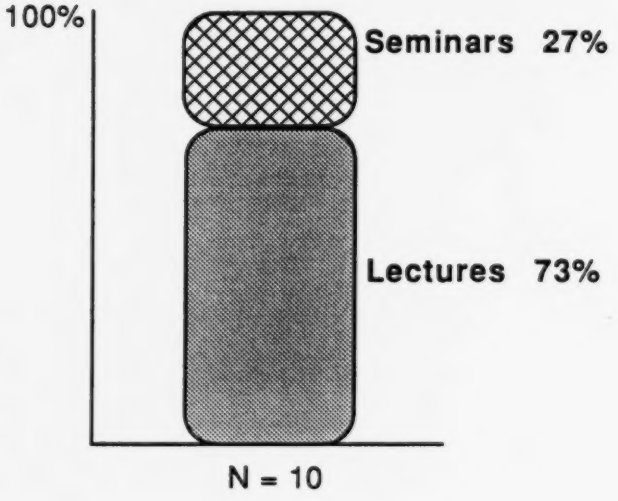

Chart M4 was generated by students' estimation of what percentage of time was spent (as an aggregate) in political science classes listening to lectures or in seminar/discussion

settings. Most of those interviewed indicated they spent the majority of their classtime in lecture settings; however, all but one spent some time in discussions.

The majority of the courses students at Madrid took were special classes for foreign students, usually supplemented by discussion sessions. Such sessions are an outgrowth of the EAP's association with the University of Madrid, available for only those classes especially designed for foreign students. Professors from the University of Madrid are paid by the EAP to present these courses, which are offered in Spanish and enroll only EAP participants. Responses to item 11, however, do not include time spent in these classes.

The author also learned from a number of returnees that the classes they considered most difficult were those they took in in the regular university with Spanish students. Instruction in all classes was in Spanish. In classes intended for foreigners, however, professors purposely used less complex language and took into consideration that their students were not native speakers of Spanish. This made such classes significantly less difficult. Participants reported that the work load was about the same in both types of classes.

Chart M5

Specific Aspects of Political Science Instruction Abroad

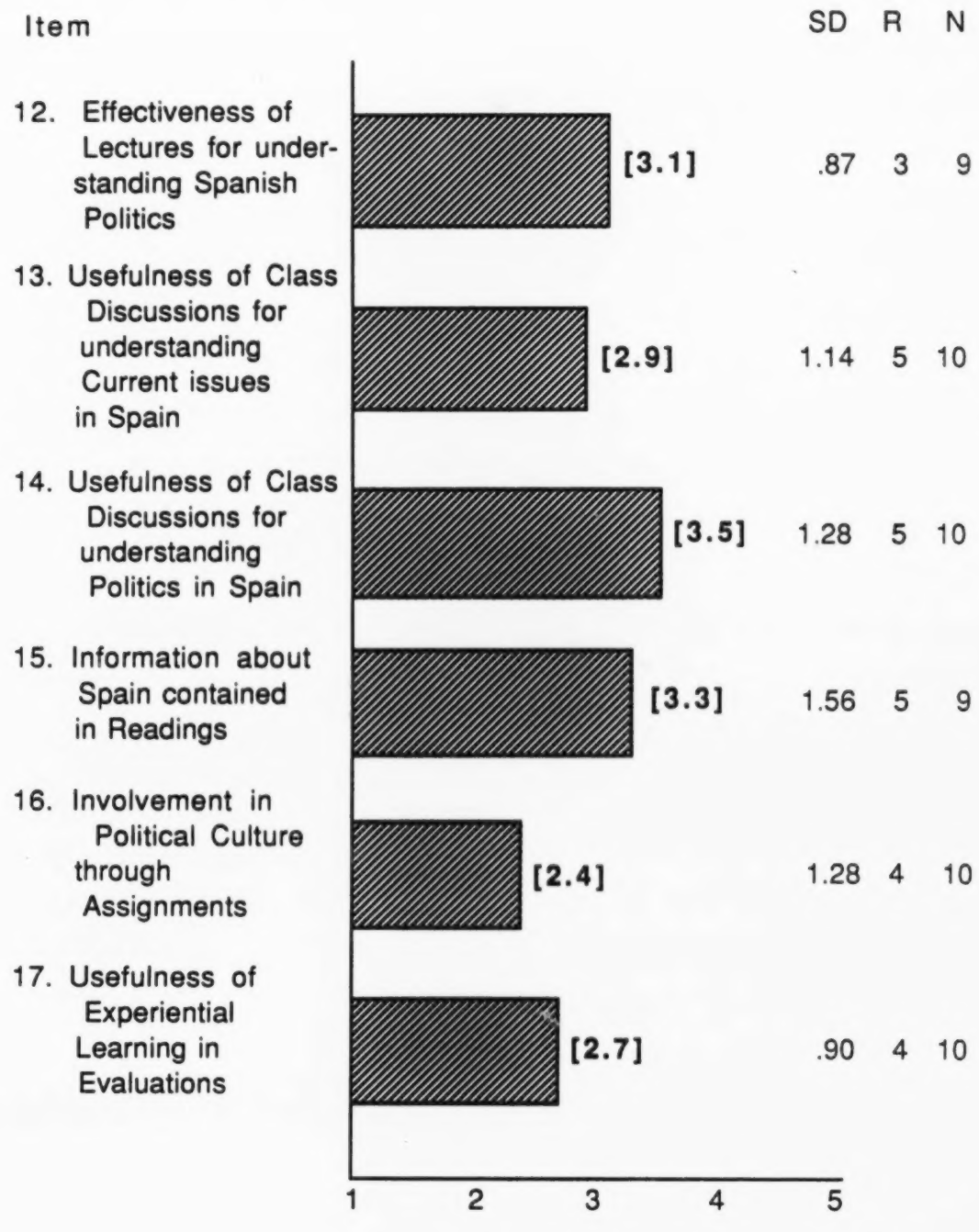
Item
SD R N
12. Effectiveness of Lectures for understanding Spanish Politics
[3.1]
.87 3 9
13. Usefulness of Class Discussions for understanding Current issues in Spain
[2.9]
1.14 5 10
14. Usefulness of Class Discussions for understanding Politics in Spain
[3.5]
1.28 5 10
15. Information about Spain contained in Readings
[3.3]
1.56 5 9
16. Involvement in Political Culture through Assignments
[2.4]
1.28 4 10
17. Usefulness of Experiential Learning in Evaluations
[2.7]
.90 4 10
1 2 3 4 5

Chart M5 reports responses to items which asked students to assess specific aspects of political science instruction at Madrid. Respondents indicated that instructors were fairly effective at relating their lectures to the political situation in Spain (item 12). Item 13 suggests that class discussions were not especially useful for understanding current events in the nation. However, the courses some students took were primarily theoretical in orientation, so there may have been few opportunities to link the subject matter to Spanish experiences. One student noted that in Dr. Calduch's course, he frequently took the Americans aside and commented on articles in the newspaper "El Pais." Item 14, which measured an aspect similar to item 13, but without the emphasis on current events, received a slightly higher rating. In the following item most participants indicated that their readings contained sufficient information for them to gain a basic understanding of the political situation in Spain (item 15). The high standard deviation results primarily from students that were in classes concerned mainly with theory or with relations between the superpowers. Such classes had little to do with Spain, and so respondents appropriately assigned a low rating to item 15.

The next two items (16 and 17) were designed to assess to what degree assignments and evaluations encouraged

participants' exploration of the Spanish political culture. Item 16 recieved the lowest mean score in this chart, with four students assigning it the lowest rating possible. Two respondents did note, however, that involvement with the political culture was encouraged in other ways; but as one put it, this was not "enforced." The following question recieved a slightly higher rating, and some mentioned that they were able utilize information gained outside of the classroom when answering essay questions (item 17).

Chart M6

Affective Qualities of Study Abroad

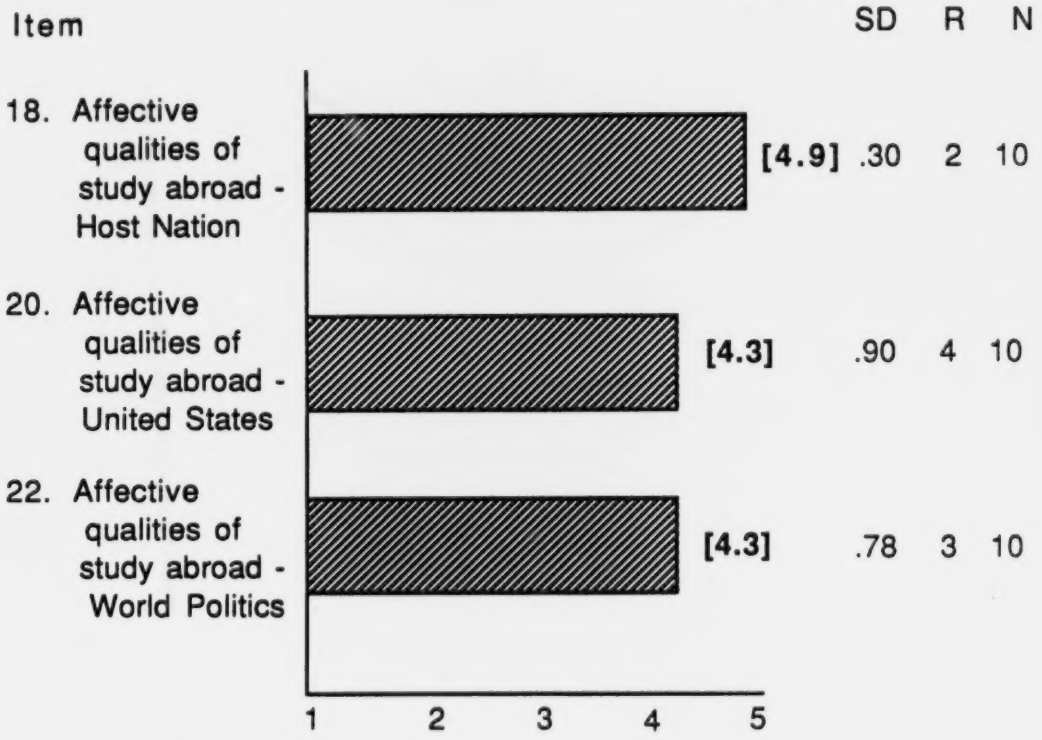

Chart M6 reports the affective qualities of study abroad on students' perceptions of Spain, the United States, and World Politics. Item 19 revealed that participants' views of Spain were greatly affected by their study in the nation. All but one gave the item the highest rating possible. In item 20, students offered various explanations for their answers. Some said that they had little more than stereotypical information

before arriving in the country. One of these had been to Spain previously, but noted that "tourism reinforces stereotypes (castles, Don Quixote, the flamenco)." Another said she "gained an understanding of the people, history and culture that was only available through studying there" and that the new perspective allowed her to better understand the political stance of Spaniards. Most participants would probably agree with the participant who said she experienced "a vast increase in real knowledge."

The student who had previously spent the most time in Spain noted that he gained "greater insight on political issues of Spain while reinforcing the positive sentiments I already felt towards the country." Most seemed to share this positive view of the nation. An exception was the woman who had some unfortunate experiences in Spain (being robbed twice); she viewed Spain as "primitive and in many ways not a part of Europe." Another said, "I viewed Spain as somewhat xenophobic, not just towards the US, but towards other European countries as well."

Respondents' reported that their perspectives on the US were also greatly affected by there sojourn abroad (items 20 and 21). Many students said they gained an increased understanding of the power and influence of the US politically, economically, and culturally. One commented, "I saw my own

country through others' eyes." A related idea expressed by some was that they now had a much better understanding of the resentment many people feel towards the US, and its "imperial" use of power, as one put it. The author pointed out to this student that there were certainly some "imperial" periods in Spanish history. She replied that she had mentioned this to Spaniards and that, indeed, conversations had sometimes concluded with the observation that "big powers tend to act like big powers no matter who they are." This student noted that she had "been an airline kid and grown up travelling and had thought people liked Americans a lot." While in Spain she learned that this was not always the case and noted "people are pretty nice to you when you're a little kid travelling."

Other comments included: "The year abroad opened my mind by making me accept and respect other cultures and ways of thinking. This invites criticism towards previously 'set' ideas I had about the US." Another said, "I became less ethnocentric and at the same time gained clarity as to my likes (the ability to walk freely as a woman, greater gender equality) and dislikes (puritanical and hypocritical attitudes of Americans) concerning the US."

Like their peers at the other host universities, participants' attitudes concerning world politics were affected

significantly by their study in Spain (items 22 and 23). Many concentrated on ideas already touched on by previous items in this chart. Ideas commonly expressed were those concerning increased understanding of how US economic, political and cultural power influences world politics. One student also said she now understands how the US image of power and prestige that is a source of pride to many Americans often looks like arrogant bullying behavior when viewed from abroad. Many also said that they understood world interpedence much better now. Heightened awareness of US power and world interdependence were often mentioned by the same students; in the writer's opinion this shows a knowlegdeable understanding of world politics. A conversation with one illuminated this idea: "We (the USA) have great power which we can use to influence, or at times, virtually control others. However, interdependence means that these actions can come back to haunt us. We pay a price for arrogant use of power, events in Iran and Nicaragua have made this clear."

In addition, a few commented that "The Spanish media coverage of world politics is much more extensive than in the USA." The author noted that students at UCLA, located as they were in the one of the world's largest and most important cities, were the most likely to mention this factor. One remarked, "On Los Angeles television, international news is

wrapped up in a few minutes, while news stories concerning Robin Givens or Gypsies in Santa Monica are given top billing! The way I look at what is really news changed completely."

Chart M7

Importance of Political Science Courses in Affective Qualities of Study Abroad

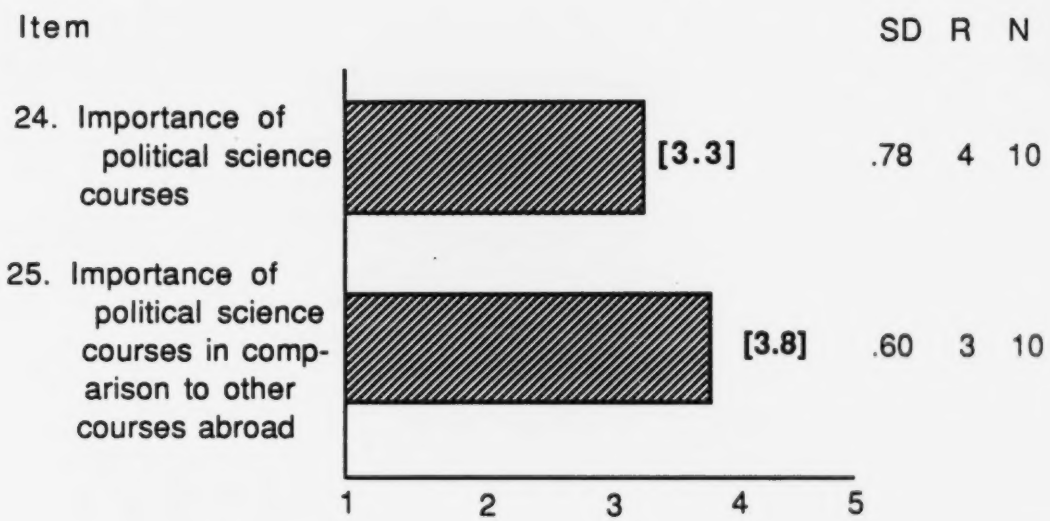

Chart M7 assessed how important political science classes were in affecting participants' views on politics. This was measured by two related items. Item 24 asked students to evaluate how important political science classes were in influencing their views, while item 25 asked how important political science classes were in affecting views on politics,

compared to other classes they took while abroad. The mean scores generated indicate that political science courses were fairly important, and that they were generally considered more important than classes in other subjects. No responses to item 25 indicated political science courses were less important. Some participants commented on these items. One wrote "My other classes were economics or literature, which may teach one about facts or the beauty of the written word, but have less to do with changing one's world view." Another told the author "Though political science courses were certainly enlightening, the cultural experiences involved in studying in another country were, in my view, more influential in developing a new perspective."

The last item asked respondents if they would like to comment on any aspect of their sojourn or on the survey. One promptly asked the author to explain exactly what was going to be done with this survey and what the author's relation to the EAP was. The student was pleased with the explanation given and said his interest stemmed from the fact that he would soon begin working for the EAP campus office at UCLA. Another interjected at one point during the interview, "These questions are great!" He said that answering the questions made him feel he was really thinking about the most important aspects of what he learned abroad. Another said

that her experience was "The greatest year of my life." The author was particularly interested in what the woman who had been robbed in Madrid would say. She wrote on the interview form "I think overall that studying in another country is a very good experience, one loses their ethnocentricity, learns to accept/appreciate another culture, and in general becomes more independent, and gains a certain amount of self-respect." The fact that this person who probably had some of the worst experiences abroad nonetheless wrote the above convinced the author that all of the 39 students interviewed believed that their study abroad experience was "very worthwhile," as so many had said.

Chapter 9: Conclusions

Introduction

The group surveyed for this study was, in most ways, representative of US students abroad in general. Previous research has shown that most US undergraduates studying abroad share three characteristics: most are women, a majority are liberal arts majors, and most study in Western Europe. The fourth attribute common among US students abroad, is that most spend less than six months in foreign study.[38] Participants in the EAP are an exception in this respect, since most are enrolled in a foreign university for an academic year.

The author suggests that when interpreting participants' comments, it may be helpful to consider the increased social dimensions respondents often become aware of during their study abroad. It seems that while US students are abroad, many are exposed to a more diverse group of nationalities and socioeconomic levels than they have previously encountered. For many, this may be the most diverse group of people they will ever come into contact with. Though quite diverse groups may reside near students' homes; the dynamics of being a foreigner and of living situations abroad make it likely that many participants will have greater interaction with individuals from very different backgrounds while they are abroad than

they will at home. Also, the persons students meet abroad are by no means limited solely to citizens of the host country. This great variety of people and nationalities encountered abroad may be an important element in the development of the "global perspective" mentioned later in this chapter.

Comparision of Host University Results

The results obtained from the four host universities in this survey contain many similarities, as well as some subtle differences. This section will note some of the most salient of each. Where applicable, the author will note these differences by referring to charts appearing in previous chapters for each of the host universities.

The most obvious differences occur between students' experiences in Jerusalem and those in the host universities in Europe. Those at Hebrew University lived in a culture that is at greater variance than the one they were accustomed to in the US, identified with the host nation to a greater degree than participants in Europe, were not required to have class instruction or previous proficiency in the host language, and were in a nation undergoing considerable political turmoil.

Among the European universities differences were less distinct. Students from France and Germany were more likely to note they experienced life in a social-welfare state or "socialism" than those who attended the program in Madrid.

Overall, responses to items in the first chart revealed that students believed their understanding of lectures and readings in the host language were sufficient for them to succeed in political science classes. Students at Grenoble seemed to have the most difficulties with the host language, though mainly

with lectures. By the second semester most participants at Grenoble, however, believed their understanding had improved to adequate levels. Results from Madrid showed students there had less difficulties than those at Grenoble or Goettingen. As previously noted, the author believes that the greater language proficiency of those in Madrid stemmed from the prevalence of the Spanish language in California.

Percentages generated in response to items in the second chart showed that almost all readings were in the host language in Spain and France. Most readings were in German at Goettingen. A majority during the second semester were in English; this represents a small sample of respondents, many of whom enrolled in courses concerning US politics, for which few German texts were available. The vast majority of readings in Israel were in English.

The coefficients generated by items in the third chart showed that at all host universities participants believed political science classes were effective at providing them with factual knowledge about the political situation in the host nation. Students at Goettingen viewed their classes as being the most effective in this area. In addition, coefficients from all host universities showed that participants believed learning factual knowledge about the host nation was emphasized more than learning theoretical tools for analysis of politics. Most

respondents, however, believed that their courses were effective in both areas. The author can only speculate on how students would have answered these questions at their University of California home campus. A few, however, did mention that at their UC home campus they were more often required to critically assess the facts they learned in classes.

Participants at all host universities reported that the majority of their regular classtime was spent listening to lectures (chart 4). The percentage of time in lectures was highest at Jerusalem (82%), and lowest at Goettingen (66%). In addition, tutorials (at Goettingen and Grenoble) and discussion sessions (at Madrid) often complemented regular classes. Almost always, students had favorable opinions of these courses. One returnee from Grenoble said "Tutorials are one of the most positive things the EAP does."

The diverse aspects assessed in chart 5 are, for the most part, not readily comparable between host universities. One reason for this is that at some universities, such as Goettingen, many respondents were enrolled in, and so were assessing, the same classes, whereas at others, such as Grenoble, respondents took a great variety of courses. Thus their responses represented a great variety of courses. Also, in some items a comparatively low coefficient might have been higher had some respondents declined to answer it. For example, a

student taking a course concerned primarily with theory might choose to answer an item asking about the effectiveness of lectures for understanding politics in the host nation. This would be because the course did utilize some examples from the host nation, though this was not the main purpose of the class. Therefore, the person would give the item a relatively low rating.

The two items which measured the degree that assignments and evaluations encouraged involvement in the host nation's political culture almost always received the lowest ratings of any in the chart. This was not particularly surprising to the author, who from his own experience believes that many of the resources inherent in having academic studies in a foreign setting are often under-utilized. For example, studying political science in a nation's capital would presumably allow excursions to visit the parliament, or legislative body in the nation. In addition, meeting with the representatives of a political party or perhaps even attending a debate are activities that are probably not too difficult to arrange. Persons involved in newspapers, radio or television (which in many nations are at least partially state-owned, and certainly somewhat political) are often interested in speaking to American students. Assignments and/or evaluations can then be based on these activities. Specific activities which

would involve participants in the political culture but would require less planning than those mentioned above might be performing interviews or using local newspapers and magazines as a research source. Although students did not believe their courses strongly encouraged them to experience the nation's political culture, most of them felt they did not need any encouragement, and experienced it through their own initiative and presence in the host nation. In addition, EAP participants are, in many cases, more integrated into the host university milieu than students in other US-sponsored programs. This may make it more difficult for professors to include special activities for them; and may also mean they are encouraged to explore political culture more through extracurricular activities. The author believes that this survey to some extent over-emphasized encouraging involvement in political culture through academics, though this nonetheless seemed a worthwhile goal. It seemed to the writer that students in Jerusalem experienced the host nation's political culture to a greater extent than those in Europe, though they generated some of the lowest mean scores in response to items 16 and 17. Living in the nation involved respondents at Hebrew University in Israel's political culture to a far greater extent than did academics. Also, items were somewhat misaligned for students who were studying the politics of the

United States, Asia or Latin America while they attended universities in Europe.

The last chart in the survey reported the importance of political science courses in the affective changes that took place while abroad. This was assessed by two related items which measured the classes' importance in influencing students' views (item 24) and the importance of political science courses in comparison to other classes (item 25). Results from the four programs abroad were fairly similar. In most cases political science classes were somewhat important in affecting respondents' perspectives on the US and on world politics. At three of the host universities in this study, political science courses were deemed to be more important in influencing students' views than other classes taken abroad. Some participants also remarked that the experience of living abroad was more significant than any of the classes taken while abroad. Overall, mean variations between individual institutions abroad did not exceed 1.0 (on the 5-point scale) for either item in the final chart. While administering these questions, the author noticed that non-political science majors were more likely to respond that political science classes were "very important" in item 24, or "more important than other classes" in response to item 25. There are a variety of possible explanations for this. The author believes that it reflects the

greater knowledge of politics possessed by students in the major, and/or those with considerable background in the subject. Consequentially, it seems that these persons did not believe political science classes were as influential as their peers who had less previous knowledge in the discipline.

Affects and Value of Study Abroad Experience

The sixth chart in this study consisted of items that assessed how foreign study affected EAP participants perceptions of (1) the nation in which they studied, (2) the United States, and (3) world politics. Respondents at the four host universities reported that their attitudes were significantly affected by their EAP experience. As mentioned in the preceding four chapters, mean scores were 4.0 or above (on a 5-point scale) for each of these three items in this chart at all four universities abroad. Such scores are not surprising, given that previous research on foreign study has shown that students usually feel greatly affected by their sojourn, and impressions that last a lifelong are often formed abroad.[39] To the author, these affects are the most important and most interesting aspect of the study-abroad experience.

During the interviews it was obvious to the writer that some returnees had thought about or discussed these ideas previously. On more than one occasion, interviewees would

answer an item with a statement such as, "After learning so much about a foreign culture I see my own culture more objectively. I gained a new perspective." And then add, "But I guess everyone says that," or "I suppose you hear that a lot." The author responded that, indeed, about three-fourths of those interviewed at some point mentioned they had gained a new perspective.

Most students mentioned that they experienced a vast increase in real knowledge. In many cases they noted that this replaced stereotypes that were inaccurate. Others noted that their practical knowledge supplemented factual or theoretical information they previously possessed. One expressed the idea that the experience of living and studying in a nation provides a type of learning impossible to acquire through study at home or travel. A few commented that the initial contrasts of good and bad aspects of the host nation lessened with time.

The mean response to the item that assessed how respondents' attitudes towards the host nation were affected, was, with the exception of results from Goettingen, higher than the following items focusing on the United States and world politics. This is not surprising given that many said they knew little about the host country before arrival or that their information consisted mainly of stereotypes. Also, the author

believes that this may reflect the fact that students' attitudes about their own country are more set than those concerning the host nation and are therefore somewhat less dynamic.

Results from all universities, however, show that students' perspectives on the US changed a great deal. Two aspects that were often mentioned were a greater understanding of world interdependence and an increased awareness of the United States' economic, political, and cultural influence over other nations. Though these ideas may seem slightly contradictory, to the author they represent two aspects that US undergraduates are not necessarily well informed about, and good examples of the kind of learning that takes place abroad. It was not surprising to the writer that a number of students said they gained a much more meaningful understanding of world interdependence and how actions in one country can have consequences around the globe. The author is in agreement with the returnee from Grenoble who stated "interdependence is not stressed enough in the US media and educational system." However, the number of participants who as a result of their study abroad stated they now "realized how big and powerful the US actually is" or similar statements was somewhat unexpected. The author had thought the "superpower status" of the US was such a fixture in the American news and entertainment media that it was almost a

given among students. Ironically, (to the author) those respondents who elaborated on their increased awareness of US power mentioned the host nation's news media more than any other factor. One who studied at Grenoble alluded to front-page articles in Le Monde (a leading French newspaper) concerning the US nearly everyday. She also speculated that one might have to purchase many issues of the Los Angeles Times before seeing an article about France on its front page.

The increased understanding of the United States' role in a interdependent world that so many said they gained while abroad has implications beyond only those students whose educations included foreign study. It seems that this finding would also validate those individuals who have called for increased internationalization of the curriculum at home. Though the author believes that much of the increased global awareness mentioned here results from the "foreign" component of foreign study, a more international perspective in academics at home would certainly seem to benefit those students whose education does not include study abroad.

Participants frequently remarked that they had gained clarity as to their likes and dislikes about their own culture. In the author's opinion this clarity partly stems from a factor the author has chosen to call "cultural relativity." Many students experience this relativity for the first time when they

are abroad because they are in an environment in which some of the cultural factors they accepted as "normal" throughout their life are suddenly rendered meaningless. At the same time they become aware of new norms and expectations of conduct that may seem arbitrary and perhaps even illogical. These experiences may be quite discomforting to students initially. Most, however, apparently soon came to grips with this "culture shock," and realized they could function effectively in the new environment once they had a basic understanding of its values and assumptions. Thus, once the initial "shock" had passed they were able to see that some aspects of life in any nation are determined more by culture and custom than any objective standard of logic. This may allow students to view their own culture "through others' eyes," as one put it. The author believes the ability to distinguish and understand culturally-determined assumptions is one of the most valuable benefits of studying in another nation. It seems unlikely that many individuals will acquire this understanding without experiencing, to some degree, a culture other than the one they were born into. In the writer's opinion most people understand their own culture much better after experiencing another. This view was born out in the interviews.

Some participants' comments provided examples of the relativity of culture. One reported that her EAP sojourn in Jerusalem "made real the fact that other people have very different world views and experience the world in a different way." Another remarked that while abroad he gained a "Unique perspective by stepping away and not experiencing home. . . I see things more as they are, and not just as they are presented to be." A student who attended Grenoble, while relating his problems in doing research and attempting to get assistance from research librarians, pointed out that he eventually realized his difficulties stemmed from his lack of understanding of personal relationships in a foreign culture. In regard to his particular problem he said, "I realized that the US is an information-based society, while France is more a personal society. Who you know is very important ."

As this respondent demonstrated, when participants abroad encountered aspects of the host culture that seemed to "make no sense," or find the behavior of citizens of the host country incomprehensible, they apparently attempted to understand or "make sense" of these experiences. One of the chief ways students did this was by analyzing the behavior of local citizens or their customs and trying to find the reason or meaning for them. As mentioned previously this type of experience, at least to some extent, virtually forced them to

analyze their own culture. Perhaps this process of "making sense" of the new environment by analyzing both it and the home culture provides students with the longest lasting benefit of study abroad, namely an increase in their ability to analyze and think critically. Although the author did not begin this research with the intention of "proving" that study abroad increases students' powers of critical thinking, this impression was one of the most salient derived during the 39 interviews on which this survey is based. It seemed that the majority of those interviewed for this research did increase their analytical skills significantly while abroad, and that this resulted from their separation from the familiar and their immersion in a foreign culture.

In the author's opinion, this academic benefit of study abroad has been somewhat obscured by another interpretation which suggests that study abroad encourages students to be more "liberal." When designing this survey and conducting interviews, the words "liberal" or "conservative" were deliberately avoided because of their imprecise nature. The reader is assured that when the terms do appear in this report, it is because those were the exact words used by a student. Although the author did not count how often participants described themselves as "more liberal" or "more conservative," one position seemed to be mentioned about as

often as the other. The author, being well aware of the somewhat popular proposal that students become "more liberal" was, at first, surprised that a some were saying they became "more conservative" as a result of their study abroad.

As the process of conducting interviews continued, it seemed to the author that the origin of the "liberalizing" view of study abroad became apparent. To explain how the writer believes this view came about, he must explain some of his own assumptions about the American people and how they get their information about other nations. To begin, it must be remembered that the majority of the US population has never been outside the country. Nonetheless, like people everywhere, we all have opinions concerning other cultures, different systems of government, and of "human nature." Much of people's attitudes towards other countries, especially those they have never come in contact with, is derived from the mass media. The US media, though not government owned or heavily censored, is obliged to present international news in manner that will be understood by and "make sense" to most US citizens. In the context of television, the news story must often be presented and concluded in two or three minutes. Thus, most people are getting a fairly simplified version of world events and, since most have no first hand experience abroad, they are by necessity uncritical in assessing this news.

When students go abroad to study, most quickly realize that many of their ideas of what is normal or logical are culturally-based and that people in different cultures may have very different notions of what is normal. At the same time they realize that even fairly noncontroversial stories may be interpreted very differently by the media in the host country. In addition, foreign interpretations of events in the US are available to them on a daily basis. When they return to the US they may read or see a news item about their former host nation and see that the story focuses on a few aspects that may have more to do with keeping Americas interested in the story than giving a meaningful picture of events in another nation. In short, returnees realize that there are many possible interpretations of almost any event.

When the students return from studying abroad they may, for the first time, critically evaluate news items and disagree with and criticize US foreign policy. To the author this is not necessarily being "liberal," but it is certainly an example of thinking critically. In addition, it seems reasonable to assume that most Americans, like people of most nations, are basically patriotic; so they want to believe that their government is behaving correctly in its dealings with other nations and that the media are presenting a truthful account of foreign events. In summation, basic patriotism, I believe,

blinds many people to objective reasoning. This tendency is probably stronger in the United States, due to its power and wide geographic expanse. Thus, students who were formerly content to passively accept "the facts," may begin to be more critical of the official and media view after returning from a year spent living and studying abroad.

An illustration of this seemed to represented by the returnee who stated that he was now more objective and continued, "I developed a healthy questioning of what before I had so readily accepted to be true." He later added "a lot of this 'questioning' was gained through the disappointment of seeing things more as they really are." He summed up his year abroad as, "A losing of innocence and a gaining of wisdom."

Of those who used the term "more conservative" when explaining how their EAP experience affected their views, most seemed to focus on two ideas. The author believes these perspectives might also be considered as more objective than the one held prior to studying abroad.

This definition of "more conservative" seemed to be based on the concept that the US truly was the leader of a group of nations in what was a fairly volatile, unpredictable and somewhat dangerous world. It seemed that many of the persons that previously took this perspective possessed a

fairly benign view of human nature. One of the effects of study in Europe or Jerusalem seemed to be a greater awareness of the centuries of conflict that have taken place in these areas. Also, US students in western Europe (especially among students who lived in dormitory-style housing) sometimes lived in close proximity to and often became friends with refugees and immigrants from eastern Europe and developing countries (especially those at war or experiencing civil strife).

These asylum seekers and immigrants often had very negative assessments of life in their home nations. Thus, students who were accustomed to viewing such conflicts in a fairly abstract fashion literally come face-to-face with the consequences of war and unrest in other parts of the world. Two students specifically noted that refugee-friends of theirs had important effects on their views. One said, "I realized people are sometimes forced to leave their homes because of their political beliefs or their ethnic group. This really showed me how politics can change people's lives."

Others who said they were more conservative were usually referring to their perception that US style "freemarket capitalism" was more efficient and superior to French or German "socialism" (more accurately, the welfare state and greater centeralization in economic planning). "In the US, you

get what you pay for. In Germany you pay for more than you get," one said.

If asked to choose a "quintiessential" American view among both the general populace and a few respondents in the survey, this "freemarket ideal" would be the writer's choice. Those expressing this view seemed to have articulate critiques of these aspects of the European systems. The author is unsure as to whether they believed this before their arrival abroad and, thus, perhaps looked for evidence to support their view or approached the issue in a more objective manner.

The increase in critical thinking and objective reasoning that most students seemed to develop abroad, and how this may be sometimes oversimplified as a conservative–liberal dichotomy, was illustrated by comments written on the survey form by two participants. A man who studied in Jerusalem wrote, "I think my political view before I went could be considered more 'left.' Now I am finding that support for Israel is not in tune with the 'left.' I think I've realized now that labels of 'left' and 'right' are useless and that each situation has to be judged independently." Comments from a woman who studied in Madrid pointed out that an increased appreciation of American values may be accompanied by a more critical assessment of US policies. She reported, "Viewed/understood my country through others' eyes.

Became more critical towards certain US policies, but grew to love my country like never before. I realized how much I was shaped by the values and lifestyle that come with growing up in the US."

As this and previous chapters have stated, the conclusions participants drew from their exposure to the mass media encountered abroad are very important in encouraging them to think critically. This seems to occur primarily because the images and interpretations presented are considerably different than those focused on and deemed important by the news media in the US. In a sense, students learned that whatever is presented by a news item is, in most cases, only one of many possible interpretations of what has taken place. This represents a substantial change for many, who previously accepted most of what was reported as "the facts." One from Jerusalem went so far as to say, "News is essentially 'media determined.'"

It seems that this "skeptical" or "questioning" aspect, when combined with broadening aspects of life in a foreign culture, substantially increases many students' powers of reason and judgment. The author notes that one criticism of academics in study-abroad programs is that what participants learn too often has little relation to their educational goals at their home campus.[40] This may indeed be a valid criticism in

regard to much of the factual information learned abroad. However, if, as has often been stated, the goal of a liberal-arts education is to increase students' general intellectual capacities (such as reason and judgment), then this writer believes these critics are overlooking some very important aspects of education in other lands.

In addition, the author notes the value of increased objective reasoning that students acquire abroad is apparently sometimes overlooked because of the enthusiasm for other, very worthwhile benefits of the study abroad experience. These benefits tend to focus– though not solely– on two main categories. One category consists of those personal characterological benefits (such as increased self-esteem, confidence, and independence) that students accrue while abroad.

In contrast to the personal orientation of the first category, the second might be termed "world benefits." The primary world benefit envisioned by proponents of study abroad is a more peaceful world in which cooperation and tolerance among the world's people would be the norm. Progress towards this goal is made as participants abroad learn how to function in a different culture. Aspects of the culture that formerly seemed strange, illogical or even maddening are understood, and thus, students' tolerance of the

unfamiliar increases. This increased understanding of one culture may further students' tolerance of other cultures if it is generalized from the specific to the universal.

For example, a person in Madrid may begin to understand the reasons behind cultural norms that were formerly deemed illogical or "backward." In addition, this person may begin to understand that most Spaniards are living a life about as happy and as satisfying as that being experienced by most Americans, despite some obvious differences that at first may have inclined the person to disparage the locals' lifestyle, customs and culture. This US student abroad may never come to a point of understanding the host culture or its people entirely, nor does he or she need to reach this lofty goal. Simply realizing that other people can lead a fulfilling life within a very different set of cultural assumptions should greatly increase tolerance and empathy for human beings in all cultures. This is especially true if the student, when entering or studying a new culture, remembers that the strange and seemingly absurd behavior and customs of the people are, for them, a cohesive pattern in which they most likely are happy to reside.

The author believes these personal and cultural benefits are both very important and that their significance often extends over an individual's lifetime. The author notes,

however, that learning a great deal about another culture, while certainly increasing one's understanding of that culture and the multitude of perspectives that make up the human experience, does not necessarily result in an international or global perspective. This perspective is, however, likely to result from an "international education" which the author defines as:

> knowledge of world history, including especially the colonial period of the nineteenth century and the forces of nationalism that have shaped much of the world in the twentieth; awareness of different political systems; comprehension of modern economic interdependence and competition; the ability to speak and understand a foreign language; awareness of human interactions with the environment and resource depletion; consciousness of different cultures and how they interact with each other and effect the aspects mentioned above; and that these subjects are studied in an objective, questioning manner (which study abroad promotes) rather than in a narrowly defined or ethnocentric way.

Thus, the author believes, heightened cultural awareness and the increased ability to reason objectively that students acquire abroad, as well as a knowledge of language, history, politics, the environment, and modern economic interdependence, can result in a truly international perspective.

It seems that individuals who possess this perspective will, be increasingly needed as the United States moves into a twenty-first century that will not only find people increasingly interdependent, but also a world that will be increasingly multi-polar in its concentrations of economic, political, and cultural power. Those persons who represent US international interests (whether commercial, cultural, educational 'or political) cannot do so adequately with an ethnocentric view which supposes that others will conform to their expectations, or a naive perspective in which many people abroad are viewed as child-like or "exotic."

The author is obliged to mention that not every person who studies abroad will accrue the benefits that are subscribed to the experience here. Some may enjoy their sojourn, but not experience many of the positive aspects attributed to it here. In the author's opinion, these individuals probably minimized their contact with the "new" or "different," and thus chose not to challenge themselves excessively (or sufficiently, depending on one's perspective). Others may dwell on negative experiences abroad and eventually dismiss the whole affair with a comment something along the lines of "the experience was bad, the food was terrible and the people were unfriendly." Another possible negative consequence of study abroad would occur to those individuals who go abroad

and, possibly because of their own search for "evidence," have their preconceived prejudices and negative stereotypes confirmed by the experience. However, it may be that only a small minority of those US students who go abroad each year return with an overall negative outlook on the experience. None of the thirty-nine participants in this study expressed such a viewpoint. All interviewees, despite a few unpleasant experiences and occasional dissatisfaction with specific aspects of their situation while abroad, pronounced the experience "valuable," or "good." The least favorable comment was from the person who mentioned that she was "in no hurry to return (to the host country)," but did not hesitate to label the experience "worthwhile." Respondents all seemed sincere in their assessments of the year abroad.

Thus, based on the experiences of students at the four universities abroad that were examined, the author concludes that the EAP seems to be working as it was intended. Returnees' comments certainly support this view. Many different factors, of course, affect how well the program operates. The author believes two features are particularly salient in the case of the EAP. These are careful selection of participants, and the significant efforts to provide a high quality academic program abroad. The EAP's careful screening of applicants distinguishes it somewhat from certain other

programs abroad. Though most programs require a minimum grade-point average and, often, some knowledge of the host nation's language, the EAP also requires that applicants be screened and approved by a selection committee. This may eliminate many applicants who are not serious in their desire to study abroad, and others who, for various reasons, the committee deems unsuited to study abroad under the auspices of the University of California. It seems reasonable to conclude that, in accordance with the EAP's original goals, the group that eventually does go abroad will indeed be "highly-qualified and highly-motivated." The other factor which seems particularly significant to the success of the EAP has been its stress on academics abroad. It seems that real efforts have been made to insure that the classes students enroll in abroad are of the highest quality possible, and that tutorials are available when it seems that students will benefit from them. The author believes these features probably distinguish the EAP from some other study-abroad programs. Thus, by maintaining its high standards while increasing the number and types of programs abroad, the University of California's Education Abroad Program has enabled thousands of students to participate in an educational experience that many believed was one of the most valuable components of their academic

career. Current trends suggest that thousands more will continue to do so.

Endnotes

1. Institute of International Education (1987). Open Doors 1986/87: Report on International Educational Exchange. (p.80.) New York: Institute of International Education.

2. Institute of International Education (1987). Academic Year Abroad 1987/88. (p.1) New York: Institute of International Education. *This book lists over 1,600 academic programs abroad that take place between September and June. Some programs are of semester or shorter duration, though the majority offer an academic year of insruction. In addition, the IIE identifies over 1000 summer study programs. The UNESCO publication Study Abroad 1987/88 contains 3,700 study options in 124 countries offering programs in all academic and professional fields.*

3. Richard P. Lambert (1989). Undergraduate Foreign Language and International Studies Project. (p.58) American Council on Education. *Lambert notes that studies concerning the characterological benefitsof study abroad for participants has been voluminous, but that research on academics in study abroad programs has been slight.*

4. R. Murray Thomas (1985). Transfer of Learning. In T. Husen, T. N. Postlethwaite (Editors) The International Encyclopedia of Education: Research and Studies Vol. 5. (pp.2982-3) Oxford: Pergamon Press .

5. Richard T. Arndt (1987). Questioning the Fulbright Experience. In A. P. Dudden, R. R. Dynes (Editors) The Fulbright Experience, 1946-1986. (p.23). New Brunswick, New Jersey: Transaction Books. *The Rogers Act of 1924 consolidated the consular and diplomatic corps to officially create the United States Foreign Service. Page 64 of the 1987/88 Georgetown University Bulletin lists the founding of its' School for Foreign Service as 1919.*

6. Mary Louise Taylor (1977). Exchange, International. In A. S. Knowles (Editor) . The International Encyclopedia of Higher Education Vol. 4. (p.1518) . San Francisco: Jossey-Bass Publishers .

7. Susan Opper (1987). Editorial. European Journal of Education, 22(1), p.7.

8. Richard T. Arndt (1987). Questioning the Fulbright Experience. In A. P. Dudden, R. R. Dynes (Editors) The Fulbright Experience, 1946-1986. (p.2) New Brunswick, New Jersey: Transaction Books.

9. Mary Louise Taylor (1977). Exchange, International. In A. S. Knowles (Editor) . The International Encyclopedia of Higher Education Vol. 4. (p.1519). San Francisco: Jossey-Bass Publishers.

10. Ibid.

11. Ibid.

12. Valerie Swanson (1988). Frequently Requested Statistics on EAP. University of California Education Abroad Program (p.2). *This document lists the number of EAP students in the1987/88 academic year as 1064. Further investigation by the Research Section of the UOEAP revealed that there were only 1049 participants that year. The 15 student discrepency was caused by students who participated in two programs during the academic year. These would likely be students who attended a short summer program before beginning the academic year, or participated in two semester programs.*

13. University of California Education Abroad Program (1988). History of the University of California Education Abroad Program. (p.4).

14. Dan K. Smith. (1984). A Confluent Approach to the Cross-Cultural Learning Experience. (Doctoral dissertation, University of California, Santa Barbara, p.35).

15. University of California Education Abroad Program (1988). History of the University of California Education Abroad Program. (p.2).

16. University of California Education Abroad Program (April 16, 1987). Five Year Plan 1989-1994. (p.5).

17. University of California Education Abroad Program (1989). France. (p.4).

18. D. K. Smith, p.37.

19. Ibid., p.38.

20. Susan Opper, Assistant director for Research, interviewed March 9, 1989. Also, D. K. Smith, p.39.

21. University of California Education Abroad Program (April 16, 1987). Five Year Plan 1989-1994. (p.10).

22. Valerie Swanson (1988). Frequently Requested Statistics on EAP. University of California Education Abroad Program (p.2).

23. University of California Education Abroad Program (1988). History of the University of California Education Abroad Program. (p.2).

24. University of California Education Abroad Program (April 16, 1987). Five Year Plan 1989-1994. (p.15).

25. University of California (1988). Looking Towards A New Century. (p.6) Berkeley: University of California.

26. Brian Hersh (September 13, 1988). University of California Education Abroad Program-Research Section. *In 1987/88 15% of EAP participants were political science majors, the second and third largest majors were Literature {9%} and Biological Sciences {8%}.*

27. Henry Weaver (June 23, 1988). Memo, University of California Education Abroad Program . *In 1987/88, 57% of EAP students were Integrated, 20% Partially Integrated, and 23% were in Special Classes.*

28. Ibid.

29. Ibid.

30. University of California Education Abroad Program (1989). Germany. (p.3).

31. University of California Education Abroad Program (1988). History of the University of California Education Abroad Program. (p.2).

32. University of California Education Abroad Program (1989). France. (p.2).

33. University of California Education Abroad Program (1988). History of the University of California Education Abroad Program. (p.2).

34. University of California Education Abroad Program (1989). Israel. (p.2).

35. University of California Education Abroad Program (1988). History of the University of California Education Abroad Program. (p.2).

36. University of California Education Abroad Program (1989). Spain. (p.4).

37. R. Murray Thomas (1960). Judging Student Progress. (pp.299-300) New York: David Mc Kay Company.

38. Council on International Educational Exchange (August 1988). Educating For Global Competence: The Report of the Advisory Council for International Educational Exchange. (p.7) New York: Council on International Educational Exchange

39. Humphrey Tonkin and Jane Edwards (1981). Meeting the World Halfway: Study Abroad. Chapter 6 in The World in the Curriculum: Cirricular Strategies for the 21st Century. Education and Worldview, II. New Rochelle, New York: Chance Magazine Press. (ERIC No. ED 211 009).

40. Richard P. Lambert (1989). Undergraduate Foreign Language and International Studies Project. (p.65) American Council on Education.

Appendix A

Explanation of individual items in the Instrument.

BACKGROUND ON REASONS FOR STUDY ABROAD AND PREVIOUS EXPERIENCE ABROAD.

1. This item ranks the importance of various factors in the students decision to study abroad. An identical item appears on the EAP's Participant Questionnaire. This was used in order to obtain information from the students surveyed that could readily be compared to that provided by an aggregate of EAP students.

2. This items elicits the students' prior experience abroad; it is also modeled on a item used in the EAP's Participant Questionnaire.

SECTION ONE: LANGUAGE USE WITHIN POLITICAL SCIENCE INSTRUCTION

These questions were designed to measure if students enrolled in political science classes conducted in the host nation's language had adequate language skills to succeed in these classes. Two aspects seemed most important here. First, could they comprehend lectures in the host nation's language? Second, could they understand political science readings in that language? Students were asked to rate their own proficiency in these areas during both the first and second half of their year abroad. This was done because it seemed that if asked if their language skills had improved most all students would say they had. Such answers, however, would not be particularly useful in understanding whether or not this improvement meant they were well prepared for comprehension of lectures and readings in their political science classes. Because class terms vary a great deal between nations, it seemed best to divide the year abroad into first and second halves.

>>>Items 3,4 and 5, ask students to assess aspects of their language skills during the first half of their year abroad.

3. This item measures how well students thought their understanding of language prepared them to comprehend lectures in their political science classes.

4. This item ascertains whether readings were in the host nation's language, English or both languages. If readings were in both languages, the item asks students to estimate what percentage of readings were in each language. "Not Applicable" was included because the pilot study revealed that classes might not require students to do any readings.

5. This question asks students that had readings in the host language whether their language skills were sufficient for understanding these readings.

>>>Items 6, 7 and 8 ask students to assess aspects of their language skills during the second half of their year abroad.

6. This item measures how well students thought their understanding of language prepared them to comprehend lectures in their political science classes.

7. This question ascertains whether readings were in the host nation's language, English or both languages. If readings were in both languages, the item asks students to estimate what percentage of readings were in each language. "Not Applicable" was included because the pilot study revealed that classes might not require students to do any readings.

8. This item asks students that had readings in the host language whether their language skills were sufficient for understanding these readings.

SECTION TWO: POLITICAL SCIENCE

Students were asked to write down the political science courses they took while abroad. This was done primarily to refresh their memory and encourage them to think about each class when answering the questions, rather than just the one that most readily came to mind. Students were also asked to identify the language of instruction for each class.

FACTS AND ANALYSIS

9. This question asked students how effective the political science classes they took abroad were in providing them with facts about the host nation. "Not applicable" is included because it is possible that courses in political theory or political philosophy would not provide information on the host (or any) nation. Other than these types of classes it seems that most political science courses would be able to provide some information about the host country.

10. This question asked how effective courses were in providing tools useful for analysis of politics. These would include theories, concepts or paradigms. "Not applicable" was not included. This was because the author assumed that no political science course at university level would offer instruction consisting solely of factual knowledge, without presenting any theories or principals which would make this knowledge more meaningful.

CLASSROOM INSTRUCTION

>>> Items 11 through 17 asked students about specific aspects of the classes they enrolled in. The questions were designed to assess how effective their political science courses taken abroad were in aiding students' understanding of the host nation in two ways: first, in providing information that increased knowledge of political science; second, encouraging exploration and understanding of the nation's (and/or region) political culture. Some items concern only one of these aspects, others are related to both aspects. It was assumed that the majority of time was spent listening to lectures and in

class discussions, and that these activities would be salient in students' memories. For this reason items inquiring into lectures and class discussions precede those concerned with readings, assignments and evaluations. It was assumed that it was best to first ask questions about aspects that students could recall easily, and then, once they had answered these questions, to proceed to those that may be more difficult to recollect or were not applicable in the first place.

11. This item measured how much class time was spent in two activities, lectures and class discussions (or seminars). The assumption underlying this item is that the majority of time in class was spent in one or both of these activities. Students were asked to describe about what percentage of class time was spent in each of these activities by marking a continuum.

12. This item asked how effective were instructors' lectures in relating studies in class to the nation's political situation in either the past or the present (i.e. a course that might relate primarily to the past would be "Nineteenth Century German Political Development").

13. This item was intended to measure if class discussions or seminars encouraged exploration of the political culture by focusing on <u>current</u> political issues in the host nation.

14. This item was intended to measure how useful class discussions or seminars were in understanding the host nation's political development and present situation.

15. This question asked students if their readings for political science classes contained sufficient information for them to gain a basic understanding of the political situation in the host country. "Not applicable" was included because some courses (such as political theory) might not have any relevance to the host nation.

16. This item asked students if assignments encouraged their learning about the host nation's political culture firsthand by going on field trips, performing interviews or using the nation's news media as research source. Since some courses may not have had assignments or may have dealt exclusively with theory "Not applicable" was included.

17. This item asked students if it was possible to perform well on evaluations (examinations, assignments, and research papers) without ever interacting with the host country's media or its citizens. "Not applicable" was included since some courses may have nothing to do with the host nation's politics.

SECTION THREE: AFFECTIVE QUALITIES OF POLITICAL SCIENCE WITHIN STUDY ABROAD

These six questions were designed to assess if, and in what ways, students' perceptions changed while studying abroad. They are divide into questions concerning: the host nation, the USA, and world politics.

18. This item assesses to what degree students' outlook on the host nation changed as a result of their study abroad.

19. This open-ended question asks students to describe how their outlook on the host nation changed, if it did change.

20. This item assesses to what degree students' perceptions of the United States were affected as a result of their study abroad.

21. This open-ended question asks students to describe how their thinking about the USA changed, if it did change.

22. This item assesses to what degree students' outlook on world politics changed as a result of their study abroad.

23. This open-ended question asks students to describe how their outlook on world politics changed, if it did change.

24. This item asks students whose views on the USA or world politics did change to rate the importance of political science classes in this change

25. This item asks students whose views on the USA or world politics did change to rate the importance of political science classes in comparison to the classes.

26. This item asks students to share any additional comments on their study abroad.

Appendix B / Instrument

Please complete this form. Study Center_____

Year Abroad _____

Status while in EAP:(Circle One) Jr. Sr. Grad.

U.C. Home Campus_____

Your Major academic field _____Minor_____

1. Indicate what your main goals were in spending a year in EAP. (Indicate 1 for primary goal, 2 for secondary goal, etc.)

A. Specific academic reason	___	F. Self-growth, development	____
B. General academic enrichment	___	G. Travel, escape from routine	___
C. Career preparation	___	H. Other (Please Specify)	
D. Cross-cultural experience, perspective	___	_____	
		_____	
E. Language improvement	___	_____	

2. Did any previous experience abroad influence your partcipation in study abroad? ___ yes ___ no

If yes, please specify where, how long, and what you were doing.

_____

_____

LANGUAGE USE WITHIN POLITICAL SCIENCE INSTRUCTION

These questions are designed to measure if your skills in the host nation's language during the time of your study abroad were adequate for you to succeed in political science classes. If your classes were conducted in English please skip this section and go to the one titled POLITICAL SCIENCE. Because language proficiency is likely to change while abroad this section will ask you to assess your language skills during both the first and second half of your study abroad.

FIRST HALF OF YEAR ABROAD

LANGUAGE SKILLS

How would you describe your language skills during the first half of your studies abroad. Please check the space that best describes your answer to the question. For example, if you thought your language skills in regard to comprehending political science lectures were more than adequate, but less than excellent you would "X" the second space in question 3.

3. LECTURES

/_____/ /_____/ /_____/ /_____/ /_____/
poorly adequately excellently

4. READINGS

/_____/ /_____/ /_ _ _ / /_____/
yes no N/A both the host language and English

If both languages were used, about what percentage was in,
English___% Host nation's language___%

5. READINGS

/_____/ /_____/ /_____/ /_____/ /_____/
yes, I seldom or never had any difficulties | yes, but sometimes with difficulties | no, I had a lot difficulties

SECOND HALF OF YEAR ABROAD

LANGUAGE SKILLS

These questions are designed to measure if your skills in the host nation's language during the second half of your year abroad were adequate for you to succeed in political science classes. If your classes were conducted in English please skip this section and go to the one titled POLITICAL SCIENCE.

6. LECTURES

/_____/ /_____/ /_____/ /_____/ /_____/
poorly adequately excellently

7. READINGS (whether assigned or otherwise): SECOND HALF

/____/ /____/ /_ _ _ / /_____/
yes no N/A both the host language and English

If both languages were used, about what percentage was in,

English___% Host nation's language___%

8. READINGS

/_____/ /_____/ /_____/ /_____/ /_____/
no, I had a lot of difficulties | yes, but sometimes with difficulties | yes, I seldom or never had any difficulties

POLITICAL SCIENCE:
Please list all political science courses you took. Indicate course title and units taken (as best you can remember them). To indicate language of instruction please place the first two letters of the language in front of the course title. For example, if the class was in Spanish write SP, or write EN if taught in English

FIRST HALF OF YEAR

_____

_____

_____

SECOND HALF OF YEAR

_____
_____
_____

These first two questions are meant to assess how effective EAP classes were in two areas: (1) providing facts about the host nation; (2) providing tools useful for analysis of politics.

9. FACTS

/___/	/___/	/___/	/___/	/___/	/_ _ _ _/
not at all effective		fairly effective		very effective	not applicable

10. ANALYSIS

/_____/	/_____/	/_____/	/_____/	/_____/
not at all effective		fairly effective		very effective

11. CLASS TIME

Please place an "X" on the line that describes about what percentage of time in your political science classes was spent:

listening to lectures. _____

0 25 50 75 100

in class discussions or seminars.

_____

0 25 50 75 100

The following items ask about specific aspects of the classes that you enrolled in. The questions are designed to assess how effective your political science courses taken abroad were in two ways: first, in providing information that increased your knowledge of political science; second,

encouraging your exploration and understanding of the nation's (and/or region) political culture.

12. LECTURES

/_____/	/_____/	/_____/	/_____/	/_____/
very effective		fairly effective		not at all effective

13. CLASS DISCUSSIONS AND CURRENT EVENTS

/____/	/____/	/____/	/____/	/____/	/ _ _ _ _ _ /
not at all useful		fairly useful		very useful	not applicable

14. CLASS DISCUSSIONS AND POLITICAL DEVELOPMENT

/____/	/____/	/____/	/___/	/____/	/ _ _ _ _ _ /
not at all useful		fairly useful		very useful	not applicable

15. READINGS (whether assigned or otherwise) AND THE HOST COUNTRY

/____/	/____/	/____/	/____/	/____/	/ _ _ _ _ _ /
yes		somewhat		no	not applicable

16. ASSIGNMENTS (other than readings) AND POLITICAL CULTURE

/____/	/____/	/____/	/___/	/____/	/ _ _ _ _ _ /
not at all		somewhat		yes,quite often	not applicable

17.EVALUATIONS:

/____/	/____/	/____/	/____/	/____/	/_ _ _ _ _/
yes, evaluation was based only on materials provided in class		information obtained outside of class could sometimes be used in evaluations		no, to perform well on evaluations, outside information was needed	N.A.

AFFECTIVE QUESTIONS:
The next six questions are designed to assess if, and in what ways, your perceptions changed while studying abroad. They are divided into questions concerning: the host nation, the USA, and world politics. The two questions that follow these six are meant to assess the importance of political science classes if your views did change. The last question asks if you have any comments you would like to add, if so, please do. Thanks again for taking the time to complete this questionnaire.

18. HOST NATION

/_____/ /_____/ /_____/ /_____/ /_____/
yes, a lot somewhat not at all

19._____
_____
_____
(Use back if necessary, please note question number)

20. USA

/_____/ /_____/ /_____/ /_____/ /_____/
yes, a lot somewhat not at all

21._____
_____
_____
_____

22. WORLD POLITICS

/_____/ /_____/ /_____/ /_____/ /_____/
yes, a lot somewhat not at all

23._____

_____

_____

(Use back if necessary, please note question number)

24. POLITICAL SCIENCE CLASSES

/_____/ /_____/ /_____/ /_____/ /_____/

yes, a lot somewhat not at all

25. POLITICAL SCIENCE COMPARED TO OTHER CLASSES.

/_____/ /_____/ /_____/ /_____/ /_____/

less important than other classes

about as important as other classes

more important than other classes

26. Comments

_____

_____

_____

_____

_____

Appendix C
Interview Items Asked of Students

NOTE: Appendix B consists of the instrument students completed. Also included are the directions and explanation of items that the author paraphrased and/or students read during the interview process. Appendix C consists of only those questions that were not included on the instrument, and so were directly asked of students.

LANGUAGE USE WITHIN POLITICAL SCIENCE INSTRUCTION

FIRST HALF OF YEAR ABROAD / LANGUAGE SKILLS
How would you describe your language skills during the first half of your studies abroad.

3. How well did your understanding of the language prepare you to comprehend lectures in your political science classes?

ASSIGNED READINGS:SEMESTER ONE

4. In your political science classes were readings in the language of the host nation?

5. If readings were in the host nation's language, was your reading knowledge of the host language sufficient for you to understand political science readings ?

SECOND HALF OF YEAR ABROAD / LANGUAGE SKILLS
How would you describe your language skills during the first half of your studies abroad.

6. How well did your understanding of the language prepare you to comprehend lectures in your political science classes?

ASSIGNED READINGS: SECOND SEMESTER

7. In your political science classes were readings in the language of the host nation?

8. Was your reading knowledge of the host language sufficient for you to understand political science readings in that language?

POLITICAL SCIENCE:

COURSES TAKEN DURING FIRST HALF OF YEAR

COURSES TAKEN DURING SECOND HALF OF YEAR ABROAD

FACTUAL INFORMATION

9. In general, how effective were the courses you took in providing you with factual knowledge about the political situation in the host nation?

ANALYSIS OF FACTS

10. In general how effective were the courses you took in providing tools useful for analysis of politics. (theories, concepts, paradigms)

TIME SPENT IN POLITICAL SCIENCE CLASSES

11. Please place an "X" on the line that describes about what percentage of time in your political science classes was spent:

listening to lectures.

in class discussions or seminars.

LECTURES

12. How effective were instructors' <u>lectures</u> in relating studies in class to the nation's political situation? (either in the past or the present)

CLASS DISCUSSIONS & SEMINARS

13. How useful was the time you spent in <u>class discussions</u> for understanding <u>current</u> political issues in the host nation? (Current is here defined as issues which were raised by the media or persons while you were abroad)

14. How useful was the time you spent in class discussions for understanding the host nation's political development and situation?

READINGS: (whether assigned, implied or otherwise)

15. Did the readings in your political science courses contain sufficient information for you to gain a basic understanding of the political situation in the host country?

ASSIGNMENTS: (other than readings)

16. Did your instructors encourage learning about the political culture through experiencing it first hand (field trips, performing interviews, using national newspapers and magazines as a research source), rather than using only secondary materials ?

EVALUATIONS:

17. Could you have performed well in evaluations (examinations, assignments, research papers, whatever you were graded on) without ever really interacting with the host nation through its citizens or news media?

AFFECTIVE QUESTIONS:

18. In general, did your study abroad experience affect your views or outlook about the host country?

19. If your views were affected, what part did study abroad play in this process (not necessarily an extreme change) ?

20. In general, was your outlook on the USA affected as a result of your study abroad experience?

21. If your outlook was affected what part did study abroad play in this process?

22. In general, did your study abroad experience affect your views or outlook on world politics?

23. If your views were affected, what part did study abroad play in this process?

24. If your views on the USA or world politics did change, how important were political science classes in affecting this change?

25. If your views or outlook did change, how important were political science classes in comparison to the other classes you took while abroad in affecting this change?

26. Do you have any comments about your study abroad or the survey? If so, please share them.

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